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ABSTRACT

The second in a series of seven booklets provides information on professional training for personnel in physical education and recreation for handicapped persons. Reviewed is the state of the art, and considered in separate sections (each with an annotated bibliography) are places of employment, eudcational requirements and resource contacts for the fields of adapted physical education, therapeutic recreation, and corrective therapy. A chapter on career planning includes information on education and training opportunities and a listing of colleges and universities which offer programs in adapted physical education or therapeutic recreation. Also discussed are financial assistance, employment in these fields of persons with handicapping conditions, inservice training and volunteers. Listed in two final sections are 20 audiovisual resources and 16 organizations interested in persons with handicapping conditions. (CL)

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Professional Preparation

In ED146715

Adapted Physical Education

Therapeutic Recreation

And

Corrective Therapy

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PROFESSIONAL PREPARATION IN ADAPTED PHYSICAL EDUCATION, THERAPEUTIC RECREATION, AND CORRECTIVE THERAPY

April 1976

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This publication-packet was developed by Kristina Gilbertson, Information and Materials Assistant, Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC).

With current and increasing emphasis upon physical education/adapted physical education, recreation/therapeutic recreation, and related activity areas for impaired, disabled, and handicapped persons, interest in and demands for information and materials about and for use in both preservice and inservice programs are great. Personnel at all levels and in a variety of situations seek information about resources and materials to help them gain understanding, appreciation, and competency in working with special populations. Individuals seek information about college/university programs and offerings so that they can take courses or pursue degrees in one of these particular areas.

Current legislation and litigation mandating right to education, right to treatment, right to community services for all regardless of type or severity of handicapping condition in least restrictive environments have a great deal of implication for regular physical education teachers, classroom special educators, and community recreation personnel. Roles and functions of specialists in each of these areas are changing dramatically to meet these evolving and developing needs. To stay abreast the latest in educational technology, assessment procedures, techniques, and activities appropriate to and applicable for special populations, it is imperative that people are aware of what others are doing and of available resources. It is to these ends that this publication-packet has been developed.

Special thanks, appreciation and recognition are extended to Kristina Gilbertson who planned and implemented this project. She searched and collected materials, organized them in a meaningful and coherent way, wrote specific sections, and has produced a relevant, timely and valuable document. Congratulations and accolades are extended to Kris for a difficult job extremely well done.

Julian U. Stein
Director, IRUC

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INTRODUCTION

Seven years ago an article entitled, "Needed: 18,000 Therapeutic Recreators by 1980," appeared in the Therapeutic Recreation Journal.[1] A National Park and Recreation Association manpower survey of 1968 indicated that the field of therapeutic recreation service could exect 18,786 positions to be vacant through 1980. The social, political, and economic climates have changed since that prediction. The Great Society and the War on Poverty are no more. With the economic recession came a tightening of the money belt in public, private, and governmental sectors. Programs for human services were often the first to be eliminated from the budget. The energy crisis threatened to eliminate many community recreation programs and only through a concerted effort was the reference to recreational activities and programs eleminated from the list of items to be restricted under the Energy Conservation Act of 1973.

The legal situation is one area that has definitely changed in favor of the rights of impaired, disabled, and handicapped individuals. Public Law 94-142, the Education of All Handicapped Children Act of 1975 has specific implications for physical education, recreation, and personnel involved in related program areas. Special education has been defined within this legislation as "...specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. In addition, "related services" means transportation, and such developmental, corrective, and other supportive services including occupational therapy, recreation, and medical and counseling services. However, inclusion in definitions and intent of the law does not mean that physical education and recreation will automatically be included in the provisions. Individuals at every level--national, state, and local--must continue to exercise vigilance to make sure that these areas receive appropriate emphasis in plans, programs, and opportunities afforded children of all ages. Congress has made its intent clear--physical education, recreation, and related activity area personnel have a major responsibility and role to see that these legislative mandates are implemented in behalf of all children for whom they have been enacted.

Looking to the future, S. Norman Feingold, National Director, B'nai B'rith Career and Counseling Services, projects that by the year 2000 at least one million more people could be used and trained in human services for employment by nursing homes. One million extra workers can be trained in each of the following areas: recreation centers, day care centers, apartments and hotels for the aging, retirement villages, educational parks and leisure technology.[2]

This packet contains information and reference materials on professional preparation in the fields of adapted physical education, therapeutic recreation and corrective therapy. Due to the vast amount of material available on educating and training people to work with impaired, disabled, and handicapped individuals, it was necessary to limit the scope of this packet to these three areas. Information

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[1] Peter Verhoven. "Needed: 18,000 Therapeutic Recreators by 1980." Therapeutic Recreation Journal. 3:1; First Quarter 1969. pp.4-7.

[2] S. Norman Feingold. "Facing Careers in the Year 2000." Counselor's Information Service, Special Supplement. 30:3; September 1975. pp. 2-3.

on related activity or therapy fields such as art, dance, drama, horticulture, music, and bibliotherapy, or athletic training may be found in other IRUC publications[3,4] abstracts of which appear on page 28.

Each of the nine sections contains an introductory statement and an annotated listing of references. A general state-of-the-art report on professional preparation in physical education and recreation for special populations is presented in section one. The next three sections are concerned with personnel preparation in the areas of adapted physical education, therapeutic recreation, and corrective therapy. Suggestions for individuals planning to work in activity and/or therapy fields, a listing of projects funded by the Bureau of Education for the Handicapped, and a listing of schools and colleges with programs in adapted physical education and therapeutic recreation are offered in section five. Information for students seeking financial assistance is presented and employment of persons with handicapping conditions is discussed in section six and seven. The next two sections deal with with in-service training and the use of volunteers in programs of adapted physical education, therapeutic recreation, and corrective therapy. An annotated listing of audiovisual materials relating to preparation of adapted physical educators, therapeutic recreators, and corrective therapists, and a list of organizations concerned with impaired, disabled and handicapped persons to contact for further information conclude the packet.

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[3] Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). Update No. 5. The Adjunctive Therapies--Art, Dance, Drama, Horticulture, Music and Bibliotherapy. 1976.

[4] Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). Careers in Activity and Therapy Fields. 1976.

PROFESSIONAL PREPARATION OF PERSONNEL INVOLVED IN PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

State of the Art

To provide a national view of the state of the art in professional preparation of personnel involved in physical education and/or recreation for persons with handicapping conditions, it is necessary to analyze primary factors and forces affecting these areas. Some factors having greatest impact on such preparation are:

(1) demand for assistance from personnel in the field,
(2) mainstreaming efforts,
(3) state legislation and special education master plans as each relates to training/education,
(4) litigation to obtain mandated special education services for students,
(5) federal funding of training programs,
(6) emphasis on retraining surplus teachers in regular physical education to work with special populations, and,
(7) non-traditional training approaches such as cadre team training and competency-based professional preparation programs.

This analysis considers high priority training needs that have been suggested for the immediate future such as preparing personnel to work with severely and profoundly mentally retarded and multiple handicapped persons, individuals with learning disabilities, and at the early childhood level. This analysis also includes representative models of personnel preparation which have implications for developing future training systems. Hopefully, this information provides understanding of what's going on nationally and gives direction for future professional preparation programs.

Practitioners such as classroom teachers, physical education teachers, and recreation personnel increasingly are demanding aid for providing services for individuals with various handicapping conditions who are mainstreamed into their programs* due to (1) state legislation mandating educational services for all children regardless of type or severity of handicapping conditions, (2) demand by handicapped consumers and their advocate groups for equal educational services, (3) trend toward physical education electives and/or selective requirements at the secondary level, and (4) an apparent increase in corrective physical education in public schools. In addition, physical education teachers are being affected by revised organizational, administrative, and financial procedures

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*Needs assessment activities and tabulation of inquiries for assistance from personnel who contacted IRUC during 1972-74 indicated that individuals with learning disabilities, subaverage intellectual functioning, and other handicapping conditions were being mainstreamed into these programs.

that are making them increasingly responsible to special education departments. In special facilities, day care/activity centers, and residential settings, practitioners desire additional assistance in programing to meet the needs of severely and profoundly mentally retarded and multiple handicapped persons. Both legislation and litigation are resulting in larger numbers of participants in recreation programs and activities, regardless of type or severity of their conditions or environmental setting. For example:

- Willowbrook State School (New York) is involved in litigation in which appropriate treatment and educational services--including recreation--for residents of that facility are being demanded.

- The Fifth Circuit Court of Appeals[1] ruled recently that the U. S. Constitution guarantees right to adequate treatment for mentally ill and mentally retarded residents at Bryce Hospital, Tuscaloosa, Alabama. (Wyatt v. Aderholt). Although specific treatment services to be provided were not spelled out in the ruling, the obvious implications were that recreational services should be included in the treatment program.

- Legislative authorizations in several states (Massachusetts, New Jersey, Illinois) provide special funds and/or specific procedures whereby communities can obtain financial support for recreation programs involving impaired, disabled, and handicapped persons.

Other factors increasing the number of individuals with handicapping conditions participating in regular, ongoing programs are normalization and deinstitutionalization processes. Normalization legislation in the Scandinavian countries since the 1960's has resulted in movement of mentally retarded individuals from residential situations to hostels, group and foster homes, special community programs, and apartments. Deinstitutionalization procedures in many states are causing large numbers of severely and profoundly mentally retarded residents in state hospitals and schools to move into community living facilities. These impaired, disabled, and handicapped individuals who are placed in the community are being integrated into community recreation programs and increasing the demand for assistance from recreation personnel.

Contributions of physical education, recreation, and related activities toward total development of individuals with handicapping conditions have been recognized and increasingly emphasized in overall education, training, habilitation, and rehabilitation programs. Realization of benefits provided by physical and recreational activities has resulted in tremendous impact on status and quality of programs in physical education, recreation, and related areas for impaired, disabled, and handicapped persons in both separate and integrated situations.

Large numbers of children and youth with handicapping conditions are being enrolled in public schools due to state legislation and litigation mandating education for all in least restrictive environments and zero-reject principles as they apply to rights of handicapped children to education.[2] Increasingly, state laws mandating education for all children and youth, usually from ages two or three to twenty-one regardless of type or severity of handicapping conditions are being enacted.* An IRUC analysis

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*An extensive analysis of state legislation, federal law and litigation relative to education of handicapped children is contained in an article by Alan Abeson, "Movement and Momentum: Government and the Education of Handicapped Children-II", Exceptional Children 41:2: 109-115; October 1974.

of laws and provisions[3] for physical education in public schools applicable to students with handicapping conditions indicated that physical education is a part of education that has been and should be required for all students. In addition, reports from the Education Commission of the States indicate that a high percentage of state governors has given highest priority to programs for handicapped persons.

In some state legislative mandates, physical education, recreation, camping outdoor education, and other nonacademic areas are specifically designated in goals, guidelines, and criteria for implementation.[4] Legislative authorizations in several states--i.e., Massachusetts, Illinois, New Jersey--provide special funds and/or specific procedures whereby communities can obtain financial support for recreation programs for individuals with handicapping conditions.[5] Personnel responsible for planning, implementing, and evaluating programs to satisfy these mandates urgently need additional competencies that can be obtained through personnel preparation teacher training systems.

From Fall 1973, when the Information and Research Utilization Center in Physical Education and Recreation for the Handicapped (IRUC) activities and publications were first widely and specifically publicized, to June 29, 1974, IRUC received 1,466 requests for information; this figure does not include requests made directly from other agencies for IRUC materials. Requests were received in two forms: (1) roughly half (750-51.8%) on the IRUC brochure Request for Information form; (2) the remaining half (716-48.2%) in the form of letters and telephone calls. Approximately two-thirds (1,031-70.3%) of these requests came from the field; the remaining one-third (435-29.7%) came from staff and students in college/university professional preparation programs. The majority of requests for information from the field fell into these categories:

(1) Recreation/Park - approximately 250 from activity directors/coordinators, community recreation personnel, recreation consultants, program coordinators/directors.
(2) Physical Education - approximately 150 from teachers, supervisors, coordinators, consultants.
(3) Special Education - approximately 150 from teachers, supervisors, coordinators, consultants.
(4) Special Group - approximately 150 from Associations for Retarded Children, Associations for Children with Learning Disabilities, Easter Seal Societies, Boy Scouts, Government Agencies.
(5) Facility Personnel - approximately 150 from principals, directors, psychologists, counselors.
(6) Others/Miscellaneous - approximately 100.

A slightly different trend appeared with requests for information from persons in college/university professional preparation programs. Those coming from the area of physical education (166) equaled approximately twice the number coming from either recreation (74) or special education (87). Again, sources could not be identified for purposes of categorization for a number of requests (63).

Requests for information clustered around programing in recreation and physical education for individuals/groups possessing all handicapping conditions. The vast majority of requests (exceeding any other category by several hundred) was of a general nature--they neither identified a specific population group nor

a specific activity. Physical educators generally asked for information about (1) activities, (2) research, and (3) guidelines for adapted physical education, perceptual-motor, and recreation programs (in that order). Recreation personnel generally requested information about (1) adapting physical activities, (2) guidelines for setting up community recreation programs, and (3) general recreation program ideas (in that order).

Specific program areas identified ranged in frequency from 130 to 18 with a mean of 54.5 These program areas in order of greatest to least frequency were: (1) perceptual-motor, (2) aquatics, (3) creative arts (i.e., arts, crafts, dance, drama, and music), (4) camping and outdoor education/recreation, (5) developmental motor skills, (6) physical fitness, (7) sports and competitive athletics, (8) lead-up and low organized games, (9) leisure education/counseling, (10) social recreation and, (11) special events. Total requests in the general categories of recreation and physical education activities were over twice totals of all specific program areas identified.

Relative to handicapping conditions, the total of all specific conditions equaled over twice the total in the general category of all/any handicapping conditions. Information for programing for individuals with mental retardation was requested twice as often as information for any other condition. For conditions specified, frequencies ran from 444 to 36 with a mean of 127.3. Conditions identified included: (1) mental retardation, (2) physical conditions, (3) emotional disturbances and/or psychoses, (4) severe/profound mental retardation, (5) learning disabilities, (6) cerebral palsy, (7) multiple handicapping conditions (deaf-blind mentioned most often), (8) blind, (9) deaf, and (10) other health impairments (i.e., cardiac conditions and asthma). Information was also requested for program information and assistance for individuals with handicapping conditions in pre-school and adult age ranges.

Demand for information and assistance reflected by preceeding statements about state legislation and from inquiries submitted by practitioners is further supported by apparent needs for relevant training/retraining systems to provide requisite knowledges, skills and competencies.

> . Activities carried out by IRUC for state-of-the-art analyses, state surveys to identify resource programs and personnel and a survey of professional preparation programs [6] reveal a high priority for these training/retraining systems to meet demands of personnel in the field and to fill gaps or voids now present. For example, training related to physical education, recreation, and related activities for severely and profoundly mentally retarded persons, multiple handicapped individuals, learning disabled persons and handicapped children at the pre-school level is greatly needed. In addition, specific problems, concerns, and needs identified through input from basic questionnaire results and personal contacts with IRUC staff indicate need for training programs and practicum/field/internship experiences.[4]

Additional support for the need for relevant training/retraining for physical education, recreation, and related personnel who plan, conduct, supervise, and evaluate programs for impaired, disabled, and handicapped persons was reported from such professional conferences as Study Conference on Research and Demonstration Needs in Physical Education and Recreation for Handicapped Children[7], Study Institutes to Develop Guidelines for Professional Preparation Programs for Personnel Involved in

Physical Education and Recreation for the Handicapped[8], and Conference on Leisure Time Activity for the Handicapped.[9] This training/retraining is urgently needed in the following areas:

- Early Childhood -- One of the strongest educational trends in recent years has been that of early childhood development.[10] Not only are more and more preschool programs developing in the mid-1970's,[11] but current projections indicate an increased emphasis on the early years of children occuring in future educational and training programs. U. S. Department of Commerce Census Bureau projections for the under five population range from 18.8 million to 21 million by 1975; 20.5 million to 27 million by 1980; 20.8 million to 30 million by 1990.[12] This trend has direct implications for physical educators and recreation personnel. It is recognized that the majority of a child's early learning experiences is largely motor or physical in nature; therefore, physical education and recreation personnel have a responsibility to provide appropriate activity programs for children at these younger age levels.

- Multiple Handicapped -- During recent years, an increase in number of multiple handicapped children has been noticed with a resulting increase in number of programs developed or expanded for individuals with such conditions. Because of this, numerous requests have been received by IRUC for information on physical education and recreation programs, methods, and activities for multiple handicapped individuals. An extensive analysis of related literature, bibliographies, project reports, books, guides, manuals, and data retrieval system printouts was reported by IRUC.[13] Some observations based on analysis of information included.[14, 15, 16]

  --the rubella epidemic around 1964 resulted in increased multiple handicapping conditions in children born at that time; therefore, future educational programing, including physical education and recreation, should take into consideration the increased numbers of students who will be enrolled in school and community programs.

  --limited program information concerning physical education and recreation for multiple handicapped persons is not adequate for needs of practitioners in the field who are demanding assistance for participants in their programs.

  --an urgent need for inservice and preservice training in this subject area.

- Severely and Profoundly Mentally Retarded -- Due to demand for program information from physical education, recreation, and related personnel who work with increasing numbers of severely and profoundly mentally retarded participants, IRUC staff extensively analyzed related literature and interpreted data for an IRUC publication.[17] This analysis revealed that little printed material is available to assist these practitioners; implications indicated that relevant training/retraining systems need to be provided. IRUC projects currently being

processed concerning state-of-the-art and priorities identified in this subject area also indicate that such training/retraining is needed.[18,19] A conference to be sponsored by the National Association for Retarded Citizens in April, 1975, is to include a focus on an interdisciplinary approach to preparation for personnel who provide education/training services for severely and profoundly mentally retarded persons. Needs of resource personnel and competencies of people, such as ward personnel, cottage parents, and recreation leaders providing physical education and recreation services are to be considered.

- Retraining of surplus teachers -- A current emphasis is upon retraining surplus generalist physical education teachers so that they are able to work with special populations.

- Mainstreaming -- An IRUC publication[19] contains extensive analysis of research and program literature relative to integrating individuals with handicapping conditions into physical education and recreation programs for non-handicapped persons. Conclusions included:

  --mainstreaming in regular public school physical education, athletic, and intramural programs is feasible and desirable in certain circumstances; current and impending state legislation for mandatory physical education for all public school students creates an urgent need for additional literature on this topic. [20,21,3]

  --successful integration into community recreation programs is possible in different situations; more research data and program literature are needed because of increased programing as a result of consumer advocacy, deinstitutionalization policies, and normalization procedures [22,23,24,25,26,27]

  --integration into ongoing normal camp situations has been successfully attempted; increased activity will probably continue in the future.[28,29,30]

  Suggestions and priorities given in this analysis included:

  --develop and implement pre and inservice training models for physical education, recreation, and related personnel who are to be involved in integrated programs.

  --plan future programs allowing for possibility of increased numbers of participants with handicapping conditions due to mainstreaming trend. [31,32,33,34,35,36,37]

Another indication of priority placed on the mainstreaming or integrating approach is reflected in content of two conferences -- American Foundation for Blind/National Therapeutic Recreation Society Workshop for Therapeutic Recreation Educators and President's Committee on Employment of the Handicapped/National Recreation and Park Association National Forum on Meeting the Recreation and Park Needs of Handicapped People -- in which this topic was highly emphasized and need was expressed for training systems to provide competencies for mainstreaming/integrating handicapped individuals into ongoing programs.

- Learning Disabilities -- Analysis of research data and program experiences about physical activity, perceptual-motor, and recreation programs for children with learning disabilities indicated that specific physical/motor activities can contribute to alleviating specific learning problems.[38] At the present time, much literature is available on the subject of motor activities for children with learning disabilities; however, many controversies exist concerning such factors as interpreting results of previous research studies, validity of perceptual-motor programs and assessment techniques, research design and semantic difficulties. Information available at this time from a current IRUC state-of-the-art project regarding learning disabilities indicates that personnel in the field need assistance in order to provide appropriate perceptual-motor programs and activities;[6] this training/retraining is a priority identified and will be included in this report.

- Athletic Training -- During recent years, there has been a demand for certified athletic trainers at the high school level. Athletic trainers are described by The National Athletic Trainers Association as instructors who are medical technicians working directly under the supervision of a team physician and in cooperation with the coaching staff and administrators of their schools. Athletic trainers are in demand due to increasing numbers of injuries sustained by students participating in interscholastic sports. In some instances, the trainers provide adapted and/or corrective physical education services. Accordingly, demand for professional preparation in athletic training is evident at the present time; proposed and pending federal legislation indicates that this demand will probably increase greatly in the near future. Athletic trainers are already mandated in Texas high schools; some individual schools and school systems around the country have already recognized this need and added athletic trainers to their staffs.

- Change in Job Roles and Functions -- Recognition must be given to the trend in which many traditional job roles and functions change or are modified in the physical education/adapted physical education and recreation/therapeutic recreation fields. For example, at Willowbrook State Hospital (New York) individual units are becoming more autonomous and decentralized from central services departments. At other state schools/hospitals (Partlow, Alabama; Denton, Texas; and Ellisville, Mississippi), central services departments have been eliminated altogether. This results in needs for such additional competencies as organization and administration, staff management, program planning, fiscal planning and management, skills and knowledge of resources on the part of recreation leaders and additional competencies for providing recreational activities on the part of ward personnel and cottage parents.

Additional support and evidence of type of training/retraining systems needed are contained in recommendations of the Congressionally mandated Bureau of Education for the Handicapped (BEH) Advisory Committee on Physical Education and Recreation for Handicapped Children:

- The Committee is most concerned that the supply of qualified physical educators and recreators be increased; that new patterns of training be investigated; that physical education and recreation programs and personnel be considered a component of educational delivery service to the handicapped; and that all special and other regular educational personnel receive a better understanding of physical education and recreation programs for the handicapped. Within manpower development and training programs, priority attention should be directed toward:

  --coordinated planning for training specialists in physical education and recreation for the handicapped at all levels of professional preparation.

  --including in all regular physical education, recreation, and special education training programs specific content oriented toward the handicapped.

  --providing inservice training experiences for all personnel.

- The Committee recommends that all programing for the handicapped define educational opportunities to include physical education and recreation experiences and that these experiences not be limited to those available within the scope of a formal traditional school program. Within this context we further recommend that:

  --public and voluntary recreation and/or parks departments and agencies are seen as legitimate participants in the BEH support programs designed to develop and expand programs and services related to recreation for handicapped children.

  --physical education is an integral part of total school program experiences for all handicapped children.

The preceding discussion documents need for training systems for physical education, recreation, and related personnel who provide services for impaired, disabled, and handicapped children and youth. Training approaches should be developed in terms of regional/state needs. Recommendations were made at 1971 regional workshops where individuals, official agency representatives, and staff, officers, and members of associations indicated they want, need, and endorse multiagency, interdisciplinary teamwork, cooperation, and coordination of programs, projects, and activities to serve best those populations with which all are mutually concerned. Regional/state training/retraining approaches utilizing Area Learning Resource Centers (ALRC) and Regional Resource Center (RRC) networks were also recommended during a 1974 regional conference held in Utah concerning The Severely, Multiply Handicapped - What Are the Issues? [39] These training/retraining systems should be based upon the changing concept of education in which programs consist of activities ranging from self-care to academic skills; no artificial dichotomy is any longer made between training and education.

Professional preparation programs that are developed should also take into consideration previous and ongoing types of workshops, seminars, symposia, orientation sessions, inservice training institutes, and conferences on the subject:

- Bureau of Education for the Handicapped (BEH) sponsored five special regional workshops to identify training needs and develop plans to meet these needs in each state. State teams consisted of one representative from each area--physical education, recreation, and special education.

- Meetings sponsored by Texas Association for Retarded Citizens (funded under Developmental Disabilities Act) brought together representatives of (1) colleges and universities, (2) public education, (3) mental health/mental retardation boards, (4) service/civic/volunteer/parent groups, and (5) community recreation departments and park boards to improve communication, find more and better ways to work together, and develop a coordinated and unified state plan based on interagency and multidisciplinary action and activities to meet needs of impaired, disabled, and handicapped persons through physical education, recreation, camping, and related programs. Training and professional preparation programs and activities were major considerations in these deliberations and have received high priority in follow-up projects and meetings.

- Barn-storming or mobile workshops have been conducted where an individual or team conducts one-day drive-in sessions in population centers through-out a state (Hawaii, Mississippi, Alabama, Wisconsin). Special mobile units in physical education and recreation for mentally retarded persons and those with various handicapping conditions have been sponsored by Kentucky and Oklahoma Associations for Retarded Citizens. Services have included short term workshops in communities, at schools, for residential facilities and day care/activity centers, at colleges and universities, and for other interested groups. Special vans also serve as mobile resource centers with books, reprints of articles, pamphlets, brochures, equipment, supplies, special information sheets, and other physical education and recreation program materials.

- Developmental clinics sponsored or co-sponsored by colleges and universities (i.e., Maryland, Texas, Utah, Texas Woman's, Prince Georges Community, South Florida, Lock Haven) and parent associations (i.e., Northern Virginia Association for Children with Learning Disabilities, Dallas Association for Retarded Citizens) serve children with physical and motor problems and provide practical experiences for students in specific curricula and courses as well as opportunities for student volunteers.

- Seminars jointly sponsored by Southern Regional Education Board, The Joseph P. Kennedy Jr. Foundation, and AAHPER included representative teams from 15 southern states. These leadership teams consisted of personnel from divisions of physical education and special education from State Department of Education/Public Instruction, planners from Mental Health/Mental Retardation Boards, and individuals from departments of physical education and special education in colleges/universities with major programs in both areas. Important outcomes from these seminars included plans based on needs and priorities of each state and a series of workshops in each of the states.

- Coordinated efforts within, between, and among the six AAHPER geographic areas have been established through coordinators in each of the Districts. Workshops (Eastern District) and special convention programs (Southern District) are being implemented through joint efforts of these coordinators in cooperation with staff personnel of the Unit on Programs for the Handicapped and IRUC.

- Seminars sponsored by Buttonwood Farms-Temple University Project (Philadelphia) and training programs at the Children's Rehabilitation Center, University of Virginia Hospital (Charlottesville) involved college and university level professors who were given advanced training for their roles as trainers of teachers in adapted physical education and therapeutic recreation.

- Cadre team training approaches developed in Project ACTIVE (New Jersey) prepare resource personnel to serve as trainers of teachers who conduct adapted physical education programs. Projects DISCOVER and I CAN (Michigan) emphasize inservice training opportunities and experiences for classroom teachers, special programs, educators, physical educators, and other personnel for outdoor education involving children with various handicapping conditions and for physical education programs involving moderately (trainable) mentally retarded students in both regular and special schools. Project AQUATICS (Washington) is currently emphasizing leadership development for the full range of aquatic and swimming activities for impaired, disabled, and handicapped participants.

- State Associations for Health, Physical Education, and Recreation (i.e., Colorado, New Hampshire, New Jersey), State Federations of Exceptional Children (i.e., Washington, Georgia, Oklahoma), various colleges and universities (i.e., North Dakota State, University of South Dakota, University of Southern Mississippi), State Departments of Education (i.e., Pennsylvania, Iowa, New York), residential facilities (i.e., Ellisville, Mississippi; Willowbrook, New York; Pineville, Louisiana), and special interdisciplinary groups (i.e., California Alliance; Loudoun County(Virginia) Mental Health/Mental Retardation Board) are representative of many different groups that have sponsored a variety of formal and informal credit and noncredit inservice programs, orientation activities, and training/retraining projects in physical education/adapted physical education, recreation/therapeutic recreation, and related areas for persons with handicapping conditions.

Prototypes of some previous and ongoing college/university professional preparation programs for personnel involved in physical education and/or recreation for individuals with handicapping conditions were reviewed. Some findings of this review included:

- Categorical approaches are strongly emphasized.

- Many programs cover only a few handicapping conditions such as mentally retarded, physically handicapped, emotionally disturbed, or perceptually involved.

- Most programs emphasize traditional course work such as physical education for the mentally retarded, adapted physical education, or physical education for orthopedically impaired.

- Many programs stress rehabilitation or remedial activities.

- Types of preparation range from providing one course to an intensive specialization including many courses; a variety of majors, minors, concentrations, options, and/or specializations are offered.

- Training levels range from paraprofessional to doctoral programs. Two year, four year, and graduate programs are offered. Innovative two year programs are provided at (1) University of Illinois, Champaign-Urbana (development of two-year curriculum in therapeutic recreation for use in junior colleges to prepare entry level personnel), (2) St. Gregory's College, Shawnee, Oklahoma (physical education and recreation for the mentally retarded technician program), and (3) Prince Georges and Essex Community Colleges, Maryland (developmental clinics).

- Students pursuing graduate level programs usually are prepared to be specialists; undergraduate programs usually offer minor emphasis areas or options--some institutions offer specializations at the undergraduate level.

- A wide variety of training approaches is apparent ranging from traditional to more flexible, i.e, competency based curricula.

- Semantic problems cause confusion in descriptions of professional preparation programs. Terms such as adapted physical education, special physical education, physical education for the handicapped, or developmental physical education are used in degree programs in different institutions of higher education even though rationale, scope, and content of programs are similar. Conversely, the same term, such as adapted physical education is employed by many schools to describe programs that are not similar.

- Interdisciplinary approaches are becoming more prevalent.

- Practical or laboratory work is frequently included in programs.

In 1970, Ersing and Wheeler[40] conducted a national survey of 312 institutions with professional preparation programs in physical education as approved by the National Council for Accreditation of Teacher Education; several interesting trends in teacher preparation programs in adapted physical education were revealed. Of 178 (57%) institutions responding, 24 (13%) indicated they offered a professional preparation curriculum to prepare specialists in adapted, remedial, corrective, special, or therapeutic physical education; 122 (69%) indicated they provided courses but no curriculum leading to this type of specialization; and 32 (18%) stated they offered neither a curriculum nor professional preparation courses in the area. Some conclusions which may have relevance to future curriculum development included:

- There seems to be no single approach to preparing specialists in physical education for the handicapped; titles and content of programs are evidence of this diversity.

- Opportunity for specializing in adapted physical education seems to be equally available at undergraduate and masters degree levels.

- Undergraduate programs seem to provide little in-depth study in adapted physical education.

- The idea that adapted physical education is primarily therapeutic or rehabilitative in nature is still characteristic of some programs and courses.

A comprehensive review of issues and trends in training adapted physical education personnel was reported in 1972 by Winnick[41] who discussed disadvantages of the traditional medical/pathological categorical approach in programs, licenses, degrees, courses, units, classes, schools, university faculties, and state and federal funds. Review of models developed by institutions of higher education which received monies for planning prototypes in physical education and recreation for handicapped individuals funded by the Bureau of Education for the Handicapped revealed that the categorical approach was widely employed. Recommendations made by Winnick relative to developing future models included:

- Focus on individual needs, interests, and abilities of children.

- Focus on experiences relevant and meaningful to education in general and physical education in particular. These experiences should be developed and be in concert with the theoretical framework of allied disciplines, especially special education.

Johnson (1975)[42] developed a score card for self-appraisal of graduate professional preparation programs for adapted physical education specialists which is designed for use by physical education administrators and/or faculties at institutions of higher education. The score card was developed from a check sheet listing program components which had been rated by a panel of experts in adapted physical education. The criteria are stated for four basic areas: General Institutional and Departmental Practices, Graduate Faculty Standards, Graduate Student Standards, and Instructional Program.

In 1963, Hooley[43] conducted a survey to determine state certification requirements and course work practices in preparing adapted physical education teachers. Questionnaires were sent to Educational Directors in each of the 50 states of the United States and to Directors of Physical Education in every institution accredited by the National Council for Accreditation of Teacher Education which offers degrees in Health, Physical Education, and Recreation. Conclusions made from data obtained from 47 states and 421 Directors of Physical Education included:

- Adapted physical education courses for undergraduate majors tend to exist more often in states which require such courses for certification in physical education than in states where institutions have relative autonomy in curricular matters.

- Those who believe in teaching adapted physical education courses to undergraduate majors in physical education feel that such courses must include field work with the handicapped.

- Many corrective physical education courses are taught; some of these stress the therapeutic viewpoint toward physical education which was held years ago when doctors of medicine and physical therapists led the profession of physical education.

Hooley[44] conducted another national survey in 1974 concerning state requirements or recommendations regarding adapted physical education teacher training. Responses from 50 states indicated that thirteen states required an adapted physical education course, sixteen states recommended such a course and twenty-one states neither required nor recommended such a course. Sixteen states included field work in this course while six states did not include field work. Eight states gave confusing responses which did not permit accurate interpretation regarding field work, ten states did not reply to the question, and ten states indicated that such practical work was discretionary. A wide variety of names were used to describe the course; however, the name most widely employed was adapted physical education.

In 1973, IRUC conducted a survey of states in the nation regarding provisions and regulations for physical education for the handicapped.[3] Data revealed a total of 27 states which made provisions for providing adapted physical activities to children with handicapping conditions; an additional two states recommended such activities. These provisions did not always cover all aspects of adapted physical education nor were all handicapping conditions included. Only 12 states required physical educators working with children with handicapping conditions to have special preparation; even these requirements were not always inclusive of all aspects of adapted physical education for all handicapping conditions.

Currently, much activity relative to state certification, professional preparation programs, state plans, professional groups, and federal funding is apparent:

. Increased number of undergraduate and graduate professional preparation programs in physical education and recreation for handicapped persons in addition to several programs at the paraprofessional level. Many of these programs employ a categorical approach with options or concentraions at undergraduate levels and majors or specializations at graduate levels. (See Appendix A for Listing of programs).

. Increased funding of such training programs by Division of Personnel Preparation, Bureau of Education for the Handicapped (BEH). During 1974-75, 39 training programs and eight special projects (See Appendix A for listing) were funded by BEH: with the exception of special projects, primary emphasis has been at the graduate level.

. High priority on developing comprehensive state-wide plans for delivery of special education, physical education, and recreation services. BEH has initiated a series of state meetings involving personnel representing institutions of higher education, state education agencies, and local education agencies for these planning efforts. Applicants for new training grants funded by Personnel Preparation, BEH, must now show documented evidence of involvement in their state plans.

. Formation of the National Ad Hoc Committee on Physical Education and Recreation for Handicapped Children. This professional group has a membership consisting primarily of Project Directors of BEH funded training programs in physical education and/or recreation. Professional meetings and newsletters

center on topics such as physical education and recreation programs for the handicapped, legislative support for these programs, and exchange of information among BEH Project Directors.

. Revision of the Council for Exceptional Children model legislative statute related to physical education and recreation for the handicapped. The model law for special education which was developed by the Council for Exceptional Children is to be revised by Fall, 1975; total program services for education and training--self-help to academic skills--are to be presented with statements regarding physical education and recreation included.

. Emphasis upon registration of therapeutic recreation personnel. The National Therapeutic Recreation Society (NTRS) of The National Recreation and Park Association (NRPA) has a voluntary registration program for therapeutic recreation personnel. Some agencies require either actual registration for recreation personnel or that they be eligible for such registration. In some specific circumstances such as nursing homes, federal laws require recreation personnel to be registered or registration eligible. To date, however, few college/university professional preparation programs for recreation personnel emphasize or lead to registration. In 1974, NRPA formed a Council on Accreditation to develop an in-house accreditation program that will include the NTRS branch. Standards and evaluative criteria previously developed by NRPA Board on Professional Education will be reviewed by the Council in cooperation with the Therapeutic Recreation Education Standards Committee. In addition, a Priority Project on Therapeutic Recreation Standards and Accredition, NTRS, is currently developing guidelines for therapeutic recreation curriculum. It is expected that the accreditation program and the curriculum guidelines that will evolve from this activity will be of assistance to colleges/universities in improving the quality of therapeutic recreation professional preparation programs offered.

. Various teacher certification provisions or requirements in certain states. Some certification requirements directly or indirectly affecting physical education teachers, special educators, or others responsible for physical, motor, movement, and related activities include:

(1) a regulation that all teachers in Missouri, Georgia and Colorado have at least one survey course in special education for exceptional children,
(2) a requirement in Pennsylvania that teachers of physical education under comprehensive special education legislation be certified in both physical education and special education,
(3) special certification in California for teachers of remedial physical education for physically handicapped minors,
(4) specific mandates becoming effective in September 1975 in New Jersey that provide for certain minimum competencies/courses for adapted physical education teachers,
(5) deliberations in New York to develop and reinstitute special certification in adapted physical education,
(6) flexibility in many comprehensive special education laws making it possible to include corrective, physical, occupation, recreation, dance, music, and related therapists as support personnel who have to satisfy criteria of their respective specialization but not teacher certification requirements,
(7) increasing use of aides, assistants, and other paraprofessional personnel in all special education activities including physical education, and,
(8) recertification and inservice requirements in many states to keep teachers up-to-date.

Areas in need of investigation and follow-up action include:

(1) minimum competencies courses in adapted physical education and/or special education for all physical educators,
(2) specific certification for teacher and resource specialists in adapted physical education including remedial/corrective and developmental components, and,
(3) minimum competencies/courses in physical education, motor development and related areas for all special educators.

With increased specific certification requirements in or for adapted physical education, the need for trained teacher specialists could be expected to increase dramatically.

A deterrent to coordinated action in some states involves terminology. Adapted physical education is considered the province of physical educators and physical education for the handicapped of special educators. This creates many problems such as certification solely in special education to teach physical education to children with various handicapping conditions under comprehensive special education legislation in Texas, and failure to include physical educators on diagnostic teams, certification-admission-review boards, and other assessment/evaluation groups that determine individualized program needs and activities for these students.

This state-of-the-art analysis dealing with training of personnel involved in physical education and/or recreation programs for individuals with handicapping conditions included pertinent factors, forces, and events influencing what's going on in the field. This analysis provides some support for the following recommendations concerning future professional preparation programs:

1. Training should be provided for teachers to work with participants of all ages with special emphasis on infancy, early childhood, and adult levels.

2. Recognition should be made that physical education is an integral part of total school program experiences for all children with handicapping conditions regardless of type or severity of these conditions. Training programs should prepare personnel who function as part of an interdisciplinary team with members such as physical education teachers, recreation leaders, special education teachers, school nurses, occupational, speech, and physical therapists, psychologists, physicians, and other related personnel.

3. Appropriate training programs should be developed at paraprofessional, undergraduate and graduate levels:

- More programs should be developed to provide basic skills, knowledges and competencies for paraprofessionals who will assist physical education teachers and/or recreation leaders in programing.

- Training should be provided to all recreation and physical education majors at the undergraduate level so that they are better able to program for all participants, including persons with handicapping conditions in segregated, integrated and/or combined situations.

- Graduate programs should prepare adapted physical education, corrective therapy, therapeutic recreation, developmental physical education, and remedial physical education specialists who have advanced skills, knowledges, and competencies for programing for all types of handicapping conditions. Training should be provided which is in addition to the strong generalist foundation offered at the undergraduate level. Competencies should be based upon such professional roles and functions as teacher/leader specialists/resources, administrators/supervisors/coordinators, college/university professors, researchers, consultants.

  Guidelines for graduate professional preparation programs in adapted physical education and therapeutic recreation are presented in a publication Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped[8] to assist in initiating, developing, expanding or evaluating these programs. Major professional job roles are discussed in terms of functions or responsibilities and competencies needed to perform each function. Learning experiences to develop these skills, knowledges, understandings and appreciations are suggested. Although emphasis of these guidelines is on graduate preparation, many principles upon which they were based and content of the document itself can be applied to undergraduate and paraprofessional levels of training.

4. Training approaches effective in previous ongoing workshops, seminars, symposia, orientation sessions, inservice training institutes, conferences, and professional preparation programs should be reviewed so that desirable features might be incorporated into new or existing pre and inservice training systems; it is imperative that personnel be kept up to date relative to their job responsibilities.

5. High priority should be given to coordinated, comprehensive state-wide plans for delivery of special education, physical education, and recreation services involving institutions of higher education, state education agencies, and local education agencies.

6. Effort should be made to break away from traditional, structured approaches in professional preparation. Consideration should be given to competency based curricular models; greater emphasis on field work, internship, practicum, and other practical experiences; and use of diagnostic-prescriptive techniques applied in non-categorical approaches. Alternative ways should be developed to obtain competencies besides pursuing formal classwork and inflexible courses of study--i.e., utilization of deficiency/proficiency, entry/exit systems, and community-based training programs.

7. States should make provisions for providing physical education for all students, regardless of type or severity of handicapping conditions, in addition to requiring an adequate and relevant professional preparation for teacher certification so that both physical education and special education teachers are prepared to provide these educational experiences. In addition, college/universities should provide professional preparation programs for therapeutic recreation personnel that leads to eligibility for voluntary registration with The National Therapeutic Recreation Society.

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Annotated Listing of References: Professional Preparation in Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons

Note: Explanations for symbols included in Introduction, vii.

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   The purpose of this publication is twofold: (1) to assist Head Start personnel who are not experienced in special education to locate helpful resources and (2) to provide listings of current literature and training materials for special educators. Sources of information and resources for each major area of exceptionality are presented in Chapter II. A listing of professional journals in special education follows. Chapter III contains a comprehensive bibliography of all areas of exceptionality and includes references to free and low-cost materials. The following two chapters include a listing of educational films and reference to inservice training materials, video tapes and phonodiscs for parents and educators. A national listing of early childhood programs for young handicapped children is presented in the final chapter.

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   Guidelines for graduate professional preparation programs in adapted physical education and in therapeutic recreation are presented. These guidelines were developed, refined, and finalized through a process that involved 120 physical educators, recreation specialists, special educators, administrators, supervisors, students, clinicians, and others with diversified backgrounds and from varied programs. Although adapted physical education and therapeutic recreation sections were developed separately, formats of each are related. Both general and specific directions, content, approaches, and techniques can be used to supplement and complement one another in preparing graduate personnel for various roles in adapted physical education and therapeutic recreation. Emphasis is upon competencies required to perform various roles in each of the areas, alternative ways for students to gain competencies, and flexibility to individualize programs in terms of student background and experience and role/position expectations. Adapted physical education section deals with three specific roles, teacher, specialist, supervisor, and college/university teacher, in terms of functions, competencies, and learning experiences for each. Therapeutic recreation section deals with roles, functions, performance goals for nine

roles, illustrative learning experiences, resources, and assessment procedures. The importance of relevant practicum experiences is emphasized in both sections. Appendices include behavioral performance words, data about professional preparation for corrective therapy, standards of the National Therapeutic Recreation Society, and a listing of all participants in the project.

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This report serves as a systematic collection, analysis, and synthesis of research data, empirical evidence, program information, and various resource materials in the fields of recreation/therapeutic recreation and physical education/adapted physical education for disabled individuals. The report consists of over 20 state of the art reports, each of which includes (1) the state of the art (including review of available literature), (2) summaries of priority needs in research and demonstration and personnel preparation, and (3) media needs (in some cases). Among the areas covered are: physical education and recreation for blind, multiply handicapped, mentally retarded (mild to severe), epileptic, diabetic, and deaf mentally retarded individuals; integrating handicapped individuals into regular recreation and physical education programs; effects of physical activity on asthmatic children; community recreation for handicapped persons; creative arts for handicapped persons; status of research on play apparatus for handicapped children; diagnostic-prescriptive teaching/programming. Also presented are summaries of related projects funded by the Bureau of Education for the Handicapped and State Departments of Education and related conferences and projects sponsored by other groups.

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Proposes the training of former inmates as therapeutic recreation assistants to ease the shortage of trained personnel in the field. Outlines the development of a prototype training program via a set of validated competency based mini-courses. The program consists of four components: selection of trainees, short term training program, job placement of trainees, and further educational opportunities and job advancement.

*9. Connor, Frances P., editor, and others. Professional Preparation for Educators of Crippled Children--Report of a Special Study Institute. West Point, New York, December 9-12, 1970. New York, New York: Columbia University Teachers College. ED 059560.

The proceedings of the institute on professional preparation for educators of crippled and other health impaired (COHI) children focus on the following topics: definition of the child population, status of professional training (curriculum, practica, staff function), COHI teacher role, and training needs. Opinions expressed by participants prior to the institute via a questionnaire are also summarized, particularly as they concern status, problems, and trends in the field as related to population, teacher role, and professional training for both teachers and leadership personnel. Both prepared papers on the above topics and summaries of conference deliberations are included.

+10. Committee for the Handicapped/People to People Program. Directory of Organizations Interested in the Handicapped. (Revised 1974). Washington, D. C.: the Committee (Suite 610, LaSalle Building, Connecticut Avenue and L Street, 20036), 1974.

This directory has become a handbook for the U. S. Department of Labor to use in indicating to employers where and from whom they can obtain cooperation and assistance in finding qualified workers with handicapping conditions. It can be used as a cooperative link between the voluntary and public agencies in the rehabilitation field and the marketplace where the jobs are. Over 100 organizations interested in special populations are described in terms of their officers, organization and purpose, principal programs, and publications. Names and addresses of over 100 additional organizations concerned with impaired, disabled, and handicapped individuals are also given.

#11. Council for Exceptional Children. IMC/RMC Professional Film Collection. Second edition. Arlington, Virginia: the Council, 1973. ED 072587.

The catalog lists and describes approximately 293 films concerning handicapped children which are available from the Instructional Materials Centers and Regional Media Centers Network. Films are organized under the following categories (number of films for each category is indicated in parentheses): art for exceptional children (five), autism (four), behavior management (18), gifted (three), disadvantaged (10), early childhood and preschool (22), emotionally disturbed (12), hearing/deaf and hard of hearing (19), learning disabilities (37), mentally handicapped (73), multiply handicapped (five), physically handicapped (12), psychology (16), reading (eight), sight/visually handicapped (21), special education (10), speech/speech impaired (16), teacher training (12), tests (10), vocational education (eight), and miscellaneous (52). An alphabetical listing of the films contains information about length, color, size (16 or 32 mm), and purchase or rental price. A synopsis of each film follows, along with a code indicating the instructional materials or media center from which the film may be secured.

#12. Council for Exceptional Children, Information Center on Exceptional Children. Professional Education: A Selective Bibliography: Exceptional Child Bibliography. Series No. 635. Arlington, Virginia: the Council, 1972. ED 072592.

The selected bibliography of professional education for personnel working with handicapped children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972.

*13. Division of Special Education, Arizona State Department of Education. Administrator's Guide, Programs for Exceptional Children 1973-74. Phoenix, Arizona: the Department, 1973. 62 pp. EDRS price $3.29. ED 082397.

The Administrator's Guide to programs for exceptional children reviews administrative procedures, discusses program organization, examines 11 handicapping categories, gives in full the state law mandating special educational programs for handicapped children, notes certification requirements for 12 professional certificates, and provides samples of special education forms. Topics considered under administrative procedures include funding, screening, documentation, placement, and contracting with public or private agencies. Program organization is discussed in such terms as student grouping, the work experience program, and resource programs. Usually given for a handicapping condition is a definition, screening information, evaluation, annual review of placement, and an administrative checklist. Certification requirements for professions such as the general special educator, school psychometrist, and speech and hearing clinician are listed. Sample forms include the annual application for approval of special education programs, placement statement, review of placement, and application for private school enrollment.

+14. Educational Testing Service. Bibliography of Research Reports, Demonstration Projects, and Other Materials Relating to Preparation of Personnel to Serve the Handicapped 1964-1974. Princeton, New Jersey: Prepared for a Conference on Research Needs Relating to Preparation of Personnel to Serve the Handicapped, March 7-9, 1975.

+15. Feingold, S. Norman. Facing careers in the year 2000. Counselor's Information Service, Special Supplement, 30(3): 2-3, September 1975.

Author's projections of needs for human service workers by the year 2000 include the need for at least one million people trained in human services for employment by nursing homes. One million additional workers can be trained in each of the following areas: recreation centers, day care centers, apartments and hotels for the aging, retirement villages, educational parks and leisure technology. Health spas could employ half a million more workers trained in human services with specialized health knowledge and skills.

*16. Gorelick, Molly C., and others. Careers in Integrated Early Childhood Programs. California State University, Northridge Preschool Laboratory. Sponsor: Rehabilitation Administration (Department of Health, Education, and Welfare), Washington, D. C., August 1975. 272 pp. ED 112628.

Described is a four year project to design and implement a competency-based training model which prepared teachers and administrators for careers in early childhood programs that integrate normal and handicapped children.

+17. Hoffman, Herbert A.; Louis E. Bowers; and Stephen E. Klesius. Selective admissions: a first step in professional preparation. Journal of Physical Education and Recreation, 46(8): 29-30, October 1976.

Describes the program of selective admissions undertaken at the professional physical education program of the University of South Florida. Such topics as criteria for selecting students, administration, and evaluation are discussed. Recommendations for continuation and further study of the selective admissions policy are made.

+18. Jabbar, N. A. Open forum: let's abolish the equivalency degree. Journal of Physical Education and Recreation, 47(1): 11, January 1976.

Calls for an end to use of the so-called "doctoral equivalency degree" which is often used in some departments to promote or appoint college teachers. Cites possibilities for abuse of the degree and warns physical education teachers in community colleges against accepting the role of lesser intellectual ability than their counterparts in other departments.

19. Jungels, Georgiana, Compiler. An Introductory Bibliography to Art Therapy. Helmuth, New York: Gowanda State Hospital (14079), n.d. 5 pp.

Books, films, programs, and other sources of information about art therapy are listed in this bibliography. Six bibliographies, 29 books, and two booklets on the subject of art therapy, from 1931-1971, are presented in unannotated form. The bibliography also includes names and distributors of two journals that focus on art therapy and brief descriptions of four films in this field. Names and addresses of 22 graduate and undergraduate art therapy programs and institutions offering courses in art therapy have been supplied for the bibliography by the Education Committee, American Art Therapy Association.

20. Kelley, Jerry D., editor. Expanding Horizons in Therapeutic Recreation II: Selected Papers from the 1973 Midwest Symposium. Champaign, Illinois: University of Illinois at Urbana-Champaign, Office of Recreation and Park Resources, 1974. 115 pp.

This book is a publication of selected papers from the 1973 Midwest Symposium, the third regional training meeting sponsored by the National Therapeutic Recreation Society in the Midwest. Paper topics include: recreation and dance therapy for mentally retarded persons, recreation for senior citizens, correctional recreation, team practice and the therapeutic recreation specialist, professionalism, perceptual-motor activities, group diagnosis and planning in activity therapy, and use of reality orientation and remotivation techniques in health care facilities. The publication should give readers new insights into the value and application of therapeutic recreation.

21. Kraus, Richard G., and Barbara J. Bates. Recreation Leadership and Supervision: Guidelines for Professional Development. Philadelphia, Pennsylvania: W. B. Saunders Company (West Washington Square, 19105), 1975. 391 pp.

Chapters relating to professional preparation include Professional Preparation in Recreation Service; Field Work and Internship; Personnel Standards and Selection; Staff Development: Orientation, In-Service Training, and Evaluation; and The Recreation Volunteer.

*22. Lown, Irving C., Jr. Pre-Professional Training in Mental Retardation. Final Report. Coolidge, Arizona: Arizona Children's Colony, n.d. ED 029447.

To interest students in mental retardation health services careers, 10 eligible prebaccalaureate students were selected to participate in a 10-week summer training program. The first 2 weeks involved orientation to informational and training aspects of mental retardation and exposure to the health services related disciplines of recreational and physical therapy. For the remaining 8 weeks, the students, five in physical and five in recreational therapy, were assigned to an area where no extensive programing of this kind was previously administered. Two cottages consisting of 126 female profoundly retarded residents received an intensive systematic stimulation and training program with supervision by professional representatives. Results indicated that the residents showed improvement in self-care abilities, motor behavior and more mature social responsiveness. Evaluation of the students, involving an informational test on mental retardation and a 500-word essay offering a critique and subjective report of the work experience's effect on the students' career intentions, indicated involvement on the part of the students, a sense of professional identification, and acquisition of appropriate skills and attitudes.

23. Mosey, Anne Cronin. Activities Therapy. New York, New York: Raven Press (15 West 84th Street, 10024), 1973. 195 pp.

Activities therapy utilizes work-oriented tasks and recreational activities to help enhance the psychosocial functioning of individuals. This book focuses on the treatment of adult psychiatric patients, but activity therapy techniques described could also be used with emotionally disturbed children or socially disadvantaged persons, with slight modifications. The teaching-learning process and group dynamics/group process are discussed. Author also describes the structure of various types of treatment facilities, methods of assessing and evaluating patients, and the basic treatment process. Other chapters include information on helping patients develop basic skills, attitudes, and social skills.

+24. Muthard, J. E.; J. D. Morris; L. M. Crocker; and J. D. Slaymaker. Field work experience ratings and certification examination scores as predictors of job performance and satisfaction in occupational therapy. American Journal of Occupational Therapy, 30(3): 151-156, March 1976.

The American Occupational Therapy Association's certification instruments, the Certification Examination for Occupational Therapists Registered and the Field Work Performance Report, were examined in terms of their ability to predict future job performance and satisfaction of occupational therapists. A job satisfaction questionnaire was administered to 208 occupational therapists, and their supervisors rated them on a job performance instrument. The resulting correlations between these work adjustment variables and the

previously administered certification instruments failed to reveal any predictive ability. Some plausible reasons for these negative results and possible directions for further research into this professional screening process were explored.

+25. News focus: accreditation council begins accepting applications. Parks and Recreation, 10(12): 2, December 1975.

The National Recreation and Park Association Council on Accreditation will begin accepting applications for accreditation from recreation, resources and leisure services curricula at the baccalaureate and master's degree levels. Two key documents vital to any college or university planning to apply are Procedural Guidelines for the Accreditation Process and Standards and Evaluative Criteria for Recreation, Leisure Services and Resource Curricula. These publications may be purchased for $10.00 total by writing Publication Sales, National Recreation and Park Association, 1601 N. Kent Street, Arlington, Virginia, 22209. Only prepaid orders will be accepted.

26. Office of Education, U. S. Department of Health, Education and Welfare. Career Opportunities in Service to the Disadvantaged and Handicapped. Washington, D. C.: the Department, 1969.

+27. Peterson, Carol Ann. A systems approach to curriculum development. Therapeutic Recreation Journal, 8(3): 129-137, Third Quarter, 1974.

The systems approach is increasingly being utilized by all types of organizations, agencies and institutions as a method of developing, implementing and evaluating programs. The basic process first involves the specification of desired outcomes or performance levels. This procedure is followed by systematic analysis and determination of procedures and content most likely to enable the achievement of the predetermined objectives. It incorporates a high level of accountability, since evaluation procedures are developed simultaneously and in direct relationship to the stated objectives. The article delineates some systems procedures applied to the development of a master's curriculum model.

+28. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center. Guide to Information Systems in Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons. Washington, D. C.: the Center. (Project 447AH50022, Bureau of Education for the Handicapped, U. S. Office of Education, HEW.) Single copy free, each additional copy $.50.

A total of 28 information systems in the areas of education/special education, the sciences, physical education/recreation/related areas, and products and services for disabled consumers are reported in this guide. All systems included in the guide can provide some information about physical education and recreation for impaired, disabled, and handicapped persons, although this is not the major emphasis of each information system. Complete name and address, general services provided (i.e. computer search, abstracts, reports, bibliographies), brief description of services, and details on use are given for each system. The guide also defines terms used by systems

and lists sources for further information. A chart at the beginning of the guide lists each system reported in the guide, subject area covered, type of materials available, and services, for easy reference.

29. Physical Education and Recreation for the Handicapped: Informtation and Research Utilization Center. Careers in Activity and Therapy Fields. Washington, D.C.: the Center (1201 Sixteenth Street, N.W., 20036),1976. $1.00.

This brochure was developed for high school students interested in investigating careers in the activity and therapy fields. The following fields are explored in the brochure: art therapy, dance therapy, music therapy, early childhood education, developmental optometry, athletic atraining, adapted physical education, therapeutic recreation, horticulture therapy, physical therapy, rehabilitation services, and activity therapy. Each field is described in terms of its purpose, places where positions are offered, training required, and who to contact for further information. The brochure offers suggestions for volunteer and part-time work experiences to give high school students direct exposure to their field of interest. In addition, tips on selecting a college and deciding on a curriculum are provided. An audio-visual section contains numerous films dealing with one or more of the activity and therapy fields, including a brief summary and procedures for obtaining each film.

30. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). Update No. 3: Periodicals Pertaining to Physical Education, Recreation, and Related Areas for Impaired, Disabled, and Handicapped Individuals. Washington, D. C.: the Center (1201 Sixteenth Street, N. W., 20036), February 1976. 15 pp. $2.00.

This update lists and indexes perfodicals that usually contain articles, research reports, program information, or other material pertaining to physical education, recreation or related areas for special populations. All periodicals listed are held in the IRUC library.

31. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). Update No. 5: The Adjunctive Therapies--Art, Dance, Drama, Horticulture, Music and Bibliotherapy. Washington, D. C.: the Center (1201 Sixteenth Street, N. W., 20036), March 1976. 7 pp. $2.00.

Annotated listing of books, articles from journals and newsletters, and published and unpublished papers, research reports, and instructional materials in the adjunctive therapies.

32. The President's Committee on Employment of the Handicapped. Recreation and Handicapped People. Proceedings of a National Forum on Meeting the Recreation and Park Needs of Handicapped People, August 15-16, 1974. Washington, D. C.: the Committee.

Summarizes the Forum, which was co-sponsored by the President's Committee on Employment of the Handicapped and the National Recreation and Park Association. The forum was called to address the problems and issues involved in providing recreation services for handicapped people and to devise methods of increasing recreation and park opportunities for handicapped people. Participants included recreation and park professionals and handicapped people. Discussion and recommendations dealt with the following concerns: integration/segregation, the role of voluntary health agencies in recreation programming, the need for specially trained professionals in therapeutic recreation, architectural barriers, legislation, funding, attitudes toward the disabled, insurance costs, recreation in rehabilitation, consumer involvement in recreation planning, employment of handicapped people in recreation and parks, and transportation.

33. Rehabilitation Services Administration. New Dimensions in Training Rehabilitation Facility Personnel--Special Report 1. Papers Presented at Third Annual Conference of the International Association of Rehabilitation Facilities. Washington, D. C.: the Administration, 1972. Available from Division of Service Systems, Rehabilitation Services Administration, Social and Rehabilitation Service, U. S. Department of Health, Education and Welfare, Washington, D. C., 20204.

Rehabilitation facility personnel are those persons who design programs and facilities for the occupational or educational rehabilitation of persons with physical disabilities. New directions in the training of rehabilitation facility personnel should stress innovative or experimental approaches of a variety of types at the undergraduate level. Among these approaches, three are given consideration in the paper. Part I discusses the recognition and understanding of the importance of integrity groups and the strength obtained from peer groups in the habilitation and rehabilitation of the severely disabled from poverty areas, addictive categories, spinal cord injuries, deafness, and blindness, with special reference to the younger disabled on junior high school levels. Part II discusses the use of the workshop or center as an appropriate environment and an essential partner of the campus and the university or college with whom it has signed an agreement. Part III takes into consideration responsiveness to multiple approaches to the education and training of rehabilitation facility personnel such as classroom instruction, orientation of university and college faculty to the rehabilitation process, fieldwork or clinical experiences, research undertakings, and the orientation of business and industry to responsibility in educational involvement with the placement process.

+34. Robb, Gary. Integrating preservice education and professional functioning. Therapeutic Recreation Journal, 1(2): 40-46, Second Quarter, 1973.

Cites the need to integrate the dimensions along the therapeutic recreation continuum preservice, service and postservice activities. This integration should help colleges and universities develop more appropriate curricula and experiences for therapeutic recreation students. New programs and alternatives to the bachelor's degree are briefly described.

35. Rowe, Peggy Joanne. A Proposed Training Course in Physical Activities for the Mentally Retarded. Independent Study Project for Specialist in Education Degree. Nashville, Tennessee: George Peabody College for Teachers, August 1973. 141 pp. Available in xerox form from: IRUC, 1201 16th Street, N. W., Washington, D. C., 20036. $11.30.

The purpose of this paper is to present information that could be used as teaching material in a basic undergraduate college course for training persons in developing physical education programs for mentally retarded children. In Part I background information on mental retardation is presented. Part II discusses physical and motor development, physical fitness, development of basic skills, and evaluation. The physical education program detailed in Part III utilizes homemade and improvised equipment. Comprising about one-third of the manuscript, the activities section is divided into five areas: basic movement exploration, motor fitness, low organized games, general sport skills and games, and rhythms and dance.

36. Sarata, Brian P. The job satisfactions of individuals working with the mentally retarded. Doctoral dissertation. New Haven, Connecticut: Yale University, 1973. Dissertation Abstracts International, Vol. 33(7-B): 3324, January 1973.

37. Sessoms, H. Douglas; Harold D. Meyer; and Charles K. Brightbill. Leisure Services: The Organized Recreation and Park System. Fifth Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975. 362 pp.

Chapters pertaining to professional preparation include Recreation Services for Special Populations, and the Professionalization of the Recreation and Parks System.

38. Snyder, Raymond Albert, and Harry Alexander Scott. Professional Preparation in Health, Physical Education and Recreation. Washington, D. C.: National Recreation and Park Association, n.d.

Proper education of those who will perform service in health, physical education and recreation can reduce the gap between theory and practice in these areas. Included in this book are discussions of preparation of professionals from the undergraduate through the graduate levels. Sections on inservice training, evaluating the preparation personnel have received, and career aspects of the three fields are also included.

+40. Stainback, Susan; William Stainback; and Stephe Maurer. Training teachers for the severely and profoundly handicapped: a new frontier. Exceptional Children, 42(4): 203-210, January 1976.

This article examines the basic components that will have to be integrated into existing structures of teacher training programs to adequately prepare teachers of the severely and profoundly handicapped.

+41. Strobell, Adah Parker. The Master's degree in recreation...all things to all people? (one person's opinion). Maryland's Highlights, 12(4): 12-13, January-February 1976.

Briefly outlines historical development of the Master's degree and summarizes current views on its functions and future. Calls for a dual approach to the Master's degree in recreation: a non-thesis option in which deficiencies in the student's undergraduate education may be made up, and a thesis option which provides an orientation to research and independent work in the form of a thesis.

+42. Stein, Julian U. Physical Education, Recreation and Sports for Special Populations. To appear in Education and Training of the Mentally Retarded, April 1976.

+43. Stein, Julian U. Professional preparation in physical education and recreation for the mentally retarded. Education and Training of the Mentally Retarded, 101-108, October 1969.

Personal and professional qualifications for personnel engaged in physical education and recreation programs for the mentally retarded are presented. The information is based on a survey of 63 physical education and recreation personnel, each of whom had 3 to 15 years of teaching experience. Results of the survey suggested that preparation at the undergraduate level should focus upon the general area of concern, with sufficient exposure to the handicapped and mentally retarded to handle most situations which arise. Specialization should follow acquisition of this basic foundation. Considerations are offered for adjusting present physical education and recreation professional preparation programs to meet thses specific needs.

+44. Stein, Thomas A. Recreation and park education in the United States and Canada--1973. Parks and Recreation, 9(1): 32-35, January 1974.

Cites a dramatic growth in recreation and park curriculum development from 1971 to 1973. Findings of the Society of Park and Recreation Educators 1973 Educational Resources Survey are presented in graphs and charts. Some of the areas surveyed include number of two and four-year curriculums, number of students, and number of faculty.

45. Weiner, Carole, Compiler. Dance-Movement Therapy Bibliography. Helmuth, New York: Gowanda State Hospital, Rehabilitation Center (14079), n.d. 5 pp.

Sources on movement and creative dance for all ages, particularly mentally, physically, and emotionally handicapped children, are given in this bibliography. A total of 39 articles, bibliographies, books, and booklets are included in unannotated form, dating from 1941-1973. Eight films of interest to dance-movement, therapists are summarized. Relevant journals and newsletters are also presented. In addition, the compiler has included an ideal list of equipment, odds and ends, and musical instruments that a dance-movement therapist would find useful in conducting a program.

46. Wethered, Audrey C. Movement and Drama in Therapy: The Therapeutic Use of Movement, Drama & Music. Boston, Massachusetts: Plays, Inc., 1973. 128 pp.

This book explores the role of body movement, drama and music in treatment programs for emotionally disturbed persons. Basic principles of movement are discussed and the practical uses of movement activities, drama, and music are explored. Author describes her own experiences in working with patients and provides specific activity ideas that she has used. Illustrations supplement the discussion.

*47. Wieters, Wade C., editor. A Manual for the Training of Paraprofessional Workers in Mental Retardation. Columbia, South Carolina: South Carolina State Department of Mental Retardation, 1972. ED 064825.

The manual describes an instructional program for the training of workers for employment in paraprofessional service areas of mental retardation. Instructional materials presented are said to require 90 hours presentation time. The materials are organized into 12 instructional units ranging in content from brief pre- and post-program overviews to lengthy and detailed presentations on certain technical aspects of mental retardation. Unit titles are program orientation, communication skills, growth and development in normal and retarded children, counseling and guidance services, educational and training services, cottage practices in institutions, physical and occupational therapy services, medical services, speech and hearing services, the institution and the community, supervisory skills and practices, and program summary. Generally found for each area are self-explanatory overview statements, instructional purposes and objectives, and content outlines. Approximate presentation times for major content areas in the units are noted. Materials that can be used for distribution to trainees follow many of the units. Eight tests on instructional content and trainee attitude are also provided. Practical guidelines on training methods are given throughout the units.

48. Winnick, Joseph P., and Ronald W. French, editors. Piaget for Regular and Special Physical Educators and Recreators. Papers selected from the National Symposium on Piaget for Regular and Special Educators and Recreators, State University College, Brockport, New York, October 7-9, 1974. Brockport, New York: The Bookstore, State University College (14420), 1975. 80 pp.

This symposium was planned to get past the "secondary source syndrome" of examining perceptual-motor theories and look to the pure cognitive theorists for insight into the nature and direction of intellectual development. A background paper offers a perspective directed at clarification of some of the issues related to application of Piaget for regular and special physical educators. Other papers deal with implications of Piaget for teaching styles, techniques and strategies, motor learning, physical recreation and physical education motor and affective dysfunction, play, and special physical education. Each paper is followed by a list of selected references.

ADAPTED PHYSICAL EDUCATION

Introduction

Adapted physical education consists of a diversified program of developmental activities, games, sports, and rhythms suited to interests, capacities, and limitations of students with impairments, disabilities, or handicaps who may not safely, successfully, or with personal satisfaction engage in unrestricted activities included in general physical education programs. Several specializations are included in the overall adapted physical education field:

- Corrective - remediating conditions such as postural deficiencies and minor orthopedic deviations through individually planned exercise and activity programs.
- Developmental - increasing exercise tolerance of weak and ill persons through individually planned and progressively rigorous programs; more recently this has included preventing or improving low levels of motor ability or poor physical fitness in preschool and primary level children.
- Therapeutic - providing individual prescriptions of movement activity for various purposes and to meet specific needs.
- Remedial - changing or improving function or structure by means of selected exercises and/or physical/motor activities.
- Adapted - modifying sports and games so impaired, disabled, and handicapped persons can participate, or providing means for each person to develop sufficient skills in various activities so as to be able to participate with classmates and peers.
- Special physical education - providing for specific needs and abilities of special populations through corrective, developmental, therapeutic, remedial, or adapted activities.

Places of Employment

Special schools
Private schools
Public schools
Hospitals including veteran's, children psychiatric, orthopedic, crippled children, state, private
State schools for deaf, blind, or physically handicapped
Colleges universities
Community/junior colleges
Rehabilitation centers
Recreation centers

Private community agencies
Camps
Residential facilities
Community or church training centers
Day care centers
Early childhood education centers
Developmental centers

Educational Requirements

Undergraduate and/or graduate adapted physical education courses in general and in each of the special areas are offered by physical education departments in an increasing number of colleges and universities. Authorities differ as to whether specialization in adapted physical education should be encouraged at the undergraduate level or reserved for graduate study. Although no specific certification requirements presently exist in most states and colleges, and universities have a great deal of latitude in developing their own curricula in this area, several important factors must be considered:

- Include courses to give the very best background and experience possible in physical education including a strong foundation in understanding whys as well as hows of activity.

- Incorporate courses in the physical sciences--physics, chemistry, zoology, human anatomy, physiology, kinesiology, physiology of exercise, and motor development--that provide the foundation necessary to analyze and diagnose physical/motor problems and movement needs of students.

- Require courses in the behavioral sciences to provide the very best understanding of children in general and of impaired, disabled, and handicapped children in particular; include courses in child growth and development, and psychology of normal and exceptional children.

- Provide opportunities to observe and work with different kinds and levels of exceptional children in a variety of situations.

Resource Contacts

Consultant, Programs for the Handicapped
American Alliance for Health, Physical Education,
and Recreation
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Physical Education and Recreation Officer
Division of Personnel Preparation
Bureau of Education for the Handicapped
7th and D Streets, S. W.
Washington, D. C. 20202

Annotated Listing of References

Note: Explanations for symbols included in Introduction, vii.

+1. Adapted Physical Education. A special journal feature presenting selected aspects of individualized instruction in diversified physical activities. Journal of Health, Physical Education and Recreation, 40(5), May 1969. 16 pp.

This special feature includes the following articles: Research and Demonstration Needs for the Physically Handicapped, An Adapted Physical Education Program in a New Senior High School, Expanding Adapted Physical Education Programs on a Statewide Basis, An Example of Individual Instruction in Developmental Physical Education, and Making Exceptional Children a Part of the Summer Camp Scene.

+2. Auxter, David. The teacher of individually prescribed instruction in perceptual motor development. Journal of Health, Physical Education, and Recreation, 42(6): 41-42, June 1971.

Describes a prototype professional preparation at Slippery Rock (Pennsylvania) State College. Teachers in the Individually Prescribed Instruction (IPI) Program are held accountable for the behavioral gains made by each child--handicapped or not. Outlined are teacher competencies, advantages of employing a teacher of IPI, needed resources, and procedures for establishing an IPI system.

+3. Bonis de, Edith. The masters program in physical education with a specialization in physical education--recreation for the handicapped. Journal of Health, Physical Education, and Recreation, 42(5): 42-44, 1971.

Discusses the philosophy of the planned masters program at Southern Connecticut State College.To help youngsters and youth with disabling conditions, the physical education-recreation educator should: work directly with them in the field; further his knowledge and understanding of specific disabling conditions through study and continued contact with these children; and bolster the foundation with pure theory, scientific knowledge, and research.

4. Cratty, Bryant J. Career Potentials in Physical Activity. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

5. Coleman, Dorothea Aileen. Undergraduate learning experiences leading to the development of competency in teaching physical education. Doctoral dissertation. Los Angeles, California: University of Southern California, 1960.

6. Davis, Howard. State Requirements in Physical Education for Teachers and Students. Washington, D. C.: American Alliance for Health, Physical Education and Recreation, 1973.

+7. Ersing, Walter F. Current directions of professional preparation in adapted physical education. Journal of Health, Physical Education and Recreation, 43(8): 78-79, October 1972.

Results of a national survey on teacher preparation programs in adapted physical education revealed several interesting trends. Conclusions

which may have relevance to curriculum development are discussed. Clarification of kinds of professional preparation desired for the generalist versus the specialist in adapted physical education is needed.

+8. Ersing, Walter F., and Ruth Wheeler. The status of professional preparation in adapted physical education. American Corrective Therapy Journal, 25(4): 111-118, July-August, 1971.

Reports the results of a 1970 national survey to examine the dimensions of professional preparation curriculum and courses existing in the field of adapted physical education at that time. Institutions surveyed had professional preparation programs in physical education as approved by the National Council for Accreditation of Teacher Education. Although there seemed to be no single approach to preparing specialists in that area, the phrase adapted physical education was used most frequently to identify the area as a field of specialization. Undergraduate programs seemed to provide little indepth study in the field.

9. Gibson, Jed Gladye. A study of effective and ineffective behaviors of college supervisors of student teachers in physical education. Doctoral thesis. New York, New York: Columbia University, 1969. Microfiche--2 sheets, 10.5 x 14.8 cm. Available from Microform Publications.

10. Grace, Robert Edward. Competency-based professional education in physical education. Doctoral dissertation. Buffalo, New York: State University of New York at Buffalo, 1974. Dissertation Abstracts International, 35/06, p.3562A.

This study was conducted to investigate the concept of Competency-Based Teacher Education (CBTE) and its application to physical education. The task encompassed examining: (1) The historical, philosophical, and recent developments in teacher education and physical education. (2) The operative CBTE programs. (3) The derivation of competencies in teacher education and physical education. (4) The instruments, standards and measurements used in assessing and evaluating CBTE students and programs. (5) Guidelines for CBTE in physical education and considerations relevant to implementation. The data for this study were collected through the professional literature, personal correspondence, and informal interviews and telephone conversations with CBTE personnel. CBTE represents an innovation in teacher education that the proponents believe has the potential to revolutionize teacher education. Because the competency-based approach is new, the full impact and implications are nearly impossible to cognize. Historically, teacher education has experienced many changes and has responded well to the challenge of the times. The competency-based movement had its antecedents in the turmoil of the 1960's resulting from a general dissatisfaction with public education. The "Model Elementary Teacher Education Programs" funded by the Federal Government were influential in the development of CBTE. These models were patterned after systems theory and were designed to develop specific competencies in the prospective teacher. The system influence in CBTE can be evidenced in the specifically stated terminal competency and the learning activities to develop the competency in the teacher candidate. This, together with assessment and evaluation techniques, provisions for candidate feedback, ample latitude for specialization and personal preference

for educational goals, and an intensive and diversified early field exposure are the essential elements of CBTE as currently perceived. Significant barriers to CBTE appear to be in the areas of evaluation and assessment. Most of the controversy focuses on who does the assessment and what criteria are being utilized. Other problems occur during the implementing phase. Careful pre-implementation or phasing-in plans are indicated. To date most of the efforts in CBTE have been in the area of professional education, that portion of the prospective teacher's training that is devoted to preparing the candidate specifically for teaching. However, some institutions have expanded the competency-based concept into other subject areas. Professional preparation in physical education is one such area. The faculties at the University of Texas at El Paso, the University of Georgia, and Livingston University in Alabama are attempting to improve the experiences and education of the prospective physical education teacher by adopting some of the elements of CBTE. In addition, several independent efforts to conceptualize the role of the physical education teacher and to derive competencies inherent in that role have been made. These beginnings may serve as a springboard for other programs. As the competency-based concept of professional education in physical education matures, more programs can be expected to change. Program planners should be receptive to other successful approaches to developing and implementing CBTE programs as they are reported. Change at all levels is often difficult and slow, however, program improvement should endeavor to keep pace with the rapidly changing socio-economic conditions and the needs and interests of the society. Conclusions: The following conclusions are derived from an analysis of the findings of this study: (1) Competency-Based Teacher Education (CBTE) appears to be a sound alternative in teacher education and warrants exploration. (2) CBTE should be developed as an alternative program to the traditional teacher certification track. The program should be developmental and flexible. (3) The nebulous state of assessment, instrumentation, and program evaluation in CBTE and the controversy centering on performance and product criteria as the bases for evaluation indicates that evaluation may be the key to success or failure of CBTE. (4) At the present time, the role of the teacher has not been completely conceptualized nor has a specific set of roles or competencies been universally accepted. (5) One of the most difficult tasks facing program initiators may be the mechanical aspects of implementing the program into the existing college or university structure. (6) Professional preparation programs in physical education can derive benefits from the competency approach.

+11. Hawkes, Arthur E. Need and opportunities for adapted physical education teachers. American Corrective Therapy Journal, 22(2): 56-59, March-April, 1968.

Lack of adequate preparation of teachers of special education classes in one of several constraints which preface the author's remarks. Seven major expectancies for teachers and for teacher preparation in the field of special physical education are presented. These include: (1) better knowledge of the legal provisions pertaining to this field of education, (2) awareness of the many sources of information available, (3) need for cooperation with other school employees, (4) ability to conduct an effective program of community relations, knowledge that (5) the value of these classes

depends on the teacher's effectiveness in relating with pupils, (6)the content of these classes is based on scientific data, and (7) evaluation should be an integral part of this program.

12. Johnson, Robert Earl. A score card for self-appraisal of graduate professional programs for the preparation of specialists in adapted physical education. Doctoral dissertation. Athens, Ohio: Ohio University, 1975. Dissertation Abstracts International, 36/03, p. 1370A.

The problem of this study is to develop a score card which may be used by physical education administrators and/or faculties at institutions of higher education for self-appraisal of graduate adapted physical education programs. The development of the score card involved three fundamental steps. First, a search of the literature was done in order to identify the components and criteria thought to be essential for graduate professional programs in adapted physical education. After the identified criteria had been grouped under the components to which they related, a check sheet was constructed. Second, a panel of experts, composed of 23 recognized leaders in the field of adapted physical education, reacted to the elements contained in the check sheet by means of a verbal rating scale. The information obtained from the panel of experts was used to construct a revised check sheet. Third, the revised check sheet was submitted to the panel of experts for the purpose of percentage weighting which established the relative worth of the components and criteria. The information obtained from these percentage weightings was utilized to transform the revised check sheet into a score card containing 4 basic areas, 21 sub-areas, and 230 items. The score card was field tested providing the information used to indicate the consistency of measurement of the score card. This was accomplished by having two evaluators, at each of 13 institutions, evaluate the graduate adapted physical education program using the score card. One evaluator was external and the other internal to the Department of Physical Education. The information obtained from these evaluations was used to calculate a Pearson r. This calculated correlation coefficient was used to indicate the objectivity of the score cared. The evaluator internal to the department reevaluated the graduate adapted physical education program using the score card approximately one month after the first evaluation. The information obtained from this evaluation was paired with that from the first evaluation. The information, thus obtained, was used to calculate a Pearson r. This calculated correlation coefficient was used to indicate the test-retest reliability of the score card. Means and standard deviations were calculated from the information received from both of the evaluators internal and external to the Department of Physical Education. These values were used to determine whether or not there was a difference between the mean scores. This was accomplished by running a dependent two-tailed t-test. One limiting but uncontrollable factor in the field testing of the score card was the small number (n=13) of institutions which participated in the field testing. This small n introduced the question of how much reliance may be placed on the objectivity and reliability coefficients. This limitation was recognized by the writer. Within the limitations of this study and based upon the findings, it can be concluded that: (1) the sample correlation coefficients concerning the objectivity of the score card are significantly different from zero at the .05 level of significance. They range from a low of 0.7376 to a high of

0.8660. (2) there are no differences between the means of the internal and external evaluations at the .05 level of significance, (3) the sample correlation coefficents concerning the reliability of the score card are significantly different from zero at the .05 level of significance. They range from a low of 0.9256 to a high of 0.9917, and (4) they score card developed in this study has content validity and may be applied objectively and reliably in a self-appraisal of a graduate adapted physical education program.

13. Lewis, William C. A selection of teaching activities as course objectives for the professional physical education curriculum. Doctoral dissertation. Columbus, Ohio: Ohio State University, 1972. Available from Microform Publications.

14. Motley, Paul Clay. Personality and attitude change of college freshmen due to participation in a required adapted physical education program. Doctoral dissertation. Fayetteville, Arkansas: University of Arkansas, 1973.

+15. Pisiopo, John. Flexibility, options, and early specialization. Journal of Physical Education and Recreation, 46(3): 39-40, March 1975.

Identifies three precepts that appear necessary for a professional program curriculum which addresses itself to the future: flexibility in program content, options for personal choices and beginning specialization within the structure of preparing a physical educational generalist. Describes program at the State University of New York at Buffalo which includes six areas of concentration. One of these areas is kinesiotherapy, the application of exercise as a principal modality for the improvement in motor performance of individuals with handicapping conditions. Although the basic professional core of the concentration lies within the physical education department, interdisciplinary support from other university departments is utilized. Clinical internship plays a major role in the program, with field experiences in schools and institutions such as the Veterans Administration Hospital, nursing homes, and special schools.

16. Ramey, Marsha. Development of materials for professional preparation in physical education for the mentally retarded. Master's thesis. Denton, Texas: Texas Women's University, 1974.

This study was designed to improve professional preparation of students in physical education who plan to work with profoundly mentally retarded persons. It was decided that students should become acquainted with (1) characteristics of profound mental retardation, (2) adaptive and motor behavior of profoundly mentally retarded persons, (3) tests and rating scales currently being used to evaluate social development, adaptive behavior, and motor ability of this population, and (4) physical education techniques being used with profoundly retarded persons. The case study method of collecting data was used to achieve the stated objectives. In choosing subjects, criteria were established by the investigator. After interviews with various personnel and study of records, ten male subjects were chosen. Additional data were gathered about these subjects through a variety of interview, study, and observational techniques. Findings are reported in such a way that they can be used as a workbook

for students preparing to work with profoundly mentally retarded persons. Study questions are also presented to aid students in gaining an understanding of profound mental retardation in all aspects set forth in purposes of the study. Detailed information is provided about the setting in which subjects lived, training and recreation programs in which they were involved, and evaluative techniques used in describing subjects and/or those currently being used with this population. Individual case studies of the ten profoundly retarded ambulatory subjects (CA 11 to 19; social quotients 10 to 20, X 14.7) provided sociometric information, personal history including information about birth, physical characteristics and traits, motor behaviors, and results of various tests (Vineland Social Maturity Scale, Santa Cruz Behavioral Characteristics Progression, Basic Movement Performance Profile, AMP Index, and Milani-Comparetti and Gidoni Reflex Examination).

+17. Rogers, Ruth M. Practical experience in the community--a necessary part of a course in adapted physical education. American Corrective Therapy Journal, 27(6): 176-178, November-December 1973.

Describes the field work practicum experience for students in Adapted Physical Education at Texas Tech University. Each student works a minimum of ten hours at a cooperating agency which serves individuals with handicapping conditions. Opportunities for field experience depend on such factors as city size, number of agencies serving special populations, willingness of supervisors to allow student participation, and the number of departments in the university which wish to utilize the same schools, organizations and agencies for educational experiences for their students.

+18. Rosenstein, Irwin. Public relations--a missing competence in professional preparation. Journal of Physical Education and Recreation, 46(6): 43-44, January 1976.

The ability to carry out effective public relations is one of the basic competencies needed by physical education teachers and administrators. However, only a few institutions offer a course in public relations in physical education at either the undergraduate or graduate level. A course titled "Public Relations in Physical Education and Athletics" for graduate students at Ithaca College is described in this article. Five ideas for better communication from a national public relations consultant are also presented.

19. Ross, B. A. Physical education for the disabled: professional preparation in New Zealand. New Zealand Journal of Health, Physical Education and Recreation, 7(3): 5-9, November 1974. Copy available for fee from National Documentation Centre for Sport, Physical Education and Recreation, The University of Birmingham, P. O. Box 363, Birmingham, B15 2TT, England.

20. Schmottlack, R. Neil. An identification of current practices and educational priorities for the professional preparation of inner city physical education teachers. Doctoral dissertation. Tallahassee, Florida: Florida State University, 1972.

Questionnaires were sent to 4 specific groups in the Midwest District of AAHPER: directors of student teaching and professional preparation in 21 leading college PE departments; county and city directors of physical education; inner city senior high school principals; and inner city senior high school physical education teachers. The data revealed that few programs (4) were available for inner city physical education teacher preparation. Increased knowledge of inner city children and the ability to set up and organize a varied physical education program were considered important educational priorities. Courses in Urban Education and Sociology, Cultural Anthropology, and Communicative Development were recognized as being important academic considerations. Finally, the introduction of early practical experiences were considered important. All groups indicated the need for increased preteaching and student teaching experiences, visitation to community social agencies, and employment in inner city athletic and recreation programs as vital practical experiences for the professional preparation of an inner city physical education teacher.

21. Sheboygan County School for Special Education. A Guide to Physical Education for the Mentally Retarded Using Persisting Life Situations. No. 5 and 10. Sheboygan Falls, Wisconsin: the School, 1970. ED 049584.

Described is the first phase of a project concerned with the development of a program and a resource guide in the area of physical education and recreation for the mentally retarded in Wisconsin. Phase 1 consisted of a 6-week summer program to give intern physical education teachers practical teaching experience with trainable and educable mentally retarded children (N=58), with the intent of developing sequential curriculum guidelines composed of behavioral objectives and workable suggested activities to implement the state curriculum. Outlined is the daily program in the five areas of instruction: physical education, crafts, ceramics, music, and woodworking. Behavioral objectives are presented for 30 skills which are components of motor ability and more complex sports skills. Activities of instruction in sample unit and daily lesson plans. Expanding upon this preliminary organization of a physical education and recreation program, Phase 2 of the project will develop a comprehensive multi-year program for an entire school and publish a resource guide.

+22. Speakman, Haddon G. B. Special physical education: a new approach to the undergraduate course. Flushing, New York: Queens College, n.d. 11 pp.

Describes a physical activities program in which Queens College students gain experience in teaching children with various handicapping conditions. Approximately 80 students, many of whom are not physical education majors, enroll each semester in a three credit hour undergraduate course entitled, "Special Physical Education." The 100 children participating in the program are divided into ten different categories according to handicapping condition. Facilities utilized include a swimming pool, a wrestling room, large and small gymnasiums, tennis courts, a track, a baseball diamond and two football fields. In addition to the director of the Institute who teaches the course there are 25 people employed in the Institute. Background, qualifications and roles of these employees are outlined.

+23. Spragens, Jane E. Physical education for the handicapped--a case study approach. American Corrective Therapy Journal, 27(2): 41-45, March-April 1973.

This study was undertaken to discover, through the case study technique, physical education needs and interests fo a selected group of orthopedically handicapped elementary school children in Austin, Texas. Recommendations for planning and conducting physical education activities appropriate for the selected children were developed on the basis of the findings. Three selected case study reports from the twenty-one made are presented.

24. Sullivan, James Vincent. The development and evaluation of a teacher-preparation course in physical education for teachers of educable mentally retarded children. Doctoral dissertation. Boston, Massachusetts: Boston University, 1971.

Purposes: The development, administration, and evaluation of a physical education course for special education teachers of educable mentally retarded children. The development, administration, and evaluation of a physical education program for educable mentally retarded children. Courses: A special physical education course for special education teachers of educable mentally retarded children was developed by review of current literature, films, books, teacher-preparation courses for retarded and normal children and physical education programs and by consultations with experts in the areas of physical education and mental retardation. A physical education course for teachers of "normal" or non-retarded children was developed and taught. Programs: The Special Physical Education Program for Educable Mentally Retarded Children, Ages 8-12 (Section 1) and Ages 13-15 (Section 2) was developed by review of current literature, films, books, and physical education programs for retarded and normal children and by consultations with experts in the areas of physical education and mental retardation. The special physical education program was composed of the following activities: exercise routines, mimetics, obstacle course, movement exploration, running and tag games, relays, ball games, individual and couple stunts, gymnastics, dance, game skills (lead-up and team games) and classroom activities. The program was adapted to meet the needs, interests, and abilities of educable mentally retarded children. The physical education classes met three times a week, 40 minutes each class period, during the school year. Groups: There were 128 educable mentally retarded children in the study, ages 8-15, and 16 special education teachers. Sixteen classes, each consisting of 8 pupils were divided into four groups. Group A--Special Physical Education Program Taught by Special Education Teachers Who Had Taken the Special Physical Education Course for EMR. Group B--Course Content Physical Education Program Taught by Special Education Teachers Who Had Taken the Physical Education Course for "Normal" or Non-Retarded. Group C--Special Physical Education Program Taught by Special Education Teachers Who Had Not Taken Any Physical Education Course. Group D--Existing Physical Education Program Taught by Special Education Teachers Who Had Not Taken Any Physical Education Course. Evaluative Instruments: The Peacock Achievement Scales, a test of motor ability, was administered so that the mean scores the children achieved were utilized to equate the 16 classes. The four physical education programs were evaluated on a pre- and post-basis by instruments which indicated achievement levels in motor ability (Latchaw Motor Achievement Test), physical fitness (Special Fitness Test for the Mentally Retarded), and social adjustment (Cowell Social Adjustment Index). Statistical Treatment of Data: The

criteria used for the evaluation of the special physical education course were based on the results of the children's scores achieved on selected tests previous to and following participation in the special physical education program. The Chi-square, Analysis of Variance, Analysis of Covariance, and Duncan Test statistical techniques were used. Significance was set at the 5% level of confidence. Findings: Motor Ability: A significant difference was found in favor of Group A (71%) over Groups C (61%), B (59%), and D (57%). Group A improved significantly in post-test over pre-test in all seven items; Group B, in three of the seven items; Group C, in three of the seven items; and Group D, in three of the seven items. Group A showed significant differences over Groups C and D in the volleyball wall volley and shuttle run test items; Group A, over Groups B and D in the soccer wall volley test item; and Group B, over Group D in the shuttle run test item. Physical Fitness: No significant differences were found between Groups A (73%), C (64%), D (64%), and B (63%). Group A improved significantly in post-test over pre-test in six of the seven items; Group B, in three of the seven items; Group C, in three of the seven items; and Group D, in five of the seven items. Group A showed significant differences over the other three groups in the flexed arm hang test item; Groups A, B, and D, over Group C in the 300-yard run-walk test item; Group B, over Group D in the sit-ups test item; and Groups B and C, over Group D in the 50-yard dash test item. Social Adjustment: A significant difference was found in favor of Group A (69%) over Groups C (59%), B (56%), and D (50%). Groups A, B, and D did not show significant improvement in post-test over pre-test scores; Group C did improve significantly. The scoring by Groups A, B, and C showed significant differences over Group D. Conclusions: The results of this study indicated that special education teachers need a special physical education course in the teaching of educable mentally retarded children. Physical education teachers should probably have a course in mental retardation so that they may learn how to work with and understand educable mentally retarded children. A physical education program which provides a developmental approach, a progressive sequence of diversified activities, and specific instruction focused on teaching physical education has been shown to result in enjoyment, learning, and success for educable mentally retarded children. Such a special physical education program which is adapted to the needs, interests, and abilities of educable mentally retarded children should be a part of the school curriculum.

+25. Young, Carl Haven. Reflections on the changing tide of developmental physical education. American Corrective Therapy Journal, 28(6): 190-198, November-December 1974.

+26. Winnick, Joseph. Issues and trends in training adapted physical education personnel. Journal of Health, Physical Education and Recreation, 43(8): 75-78, October 1972.

Disadvantages of the traditional approach of preparing special education teachers by structuring knowledge and experience along medical/pathological categories are detailed. Experiment and innovation are needed in the formulation of new conceptual models. Other issues discussed include type of preparation (specialist vs. generalist), level of preparation (graduate vs. undergraduate), the disadvantaged (adapted vs. regular physical education), and financial support (subsidized vs. self-supporting).

THERAPEUTIC RECREATION

Introduction

Therapeutic recreation specialists utilize recreation services and activities for purposive intervention in cases involving certain physical, emotional, and/or social problems. Therapeutic recreation personnel bring about desired changes in behavior and promote growth and development of individuals by:

- Organizing and directing activities such as sports, dramatics, nature study, social activities, games, and arts and crafts suited to specific needs of impaired, disabled, or handicapped individuals.
- Working with colleges, universities, and other educational institutions to develop curricula in the field of therapeutic recreation.
- Working and consulting with communities, agencies, and government groups in expanding therapeutic recreation services and facilities for ill, impaired, disabled, and handicapped persons in special settings such as nursing homes and correctional facilities.

Places of Employment

Children centers
Day care centers
Homes for the aged
Developmental centers
Municipal recreation departments
Hospitals
Clinics
Nursing homes
Private schools
Public schools
YMCA, YWCA
Correctional facilities
Recreation centers
Residential facilities
Camps
Private community agencies

Educational Requirements

A well defined career ladder in therapeutic recreation provides opportunities for increased responsibilities with greater experience and training:

Therapeutic Recreation Assistant requires some combination of successful full-time paid experience and/or inservice training in therapeutic recreation.

- Therapeutic Recreation Technician I requires various combinations of participation in training programs approved by the National Therapeutic Recreation Society and full-time paid experience in therapeutic recreation with both physically and mentally disabled individuals.

- Therapeutic Recreation Technician II requires combinations of two years of college training in therapeutic recreation or related fields.

- Therapeutic Recreation Leader requires at least a baccalaureate degree and up to two years work experience in therapeutic recreation depending upon major collegiate emphasis.

- Therapeutic Recreation Specialist requires combinations of undergraduate or graduate preparation in therapeutic recreation, recreation, or related fields, and up to five years work experience in therapeutic recreation.

- Master Therapeutic Recreation Specialist requires combination of graduate preparation in therapeutic recreation, recreation, or related fields, a minimum of three years work experience in therapeutic recreation, and additional graduate work for individuals without graduate degrees.

Resource Contacts

National Therapeutic Recreation Society
1601 North Kent Street
Arlington, Virginia 22202

Physical Education and Recreation Officer
Division of Personnel Preparation
Bureau of Education for the Handicapped
7th and D Streets, S. W.
Washington, D. C. 20202

Note: Explanations for symbols included in Introduction, vii.

+1. Austin, David R. The university can't train therapeutic recreators. Therapeutic Recreation Journal, 8(1): 22-24, First Quarter, 1974.

Raises the issue that "built-in" pre-service and in-service training programs that once existed in work settings are no longer as available to the neophyte therapeutic recreator. Advocates development of "therapeutic recreation training centers" where students can gain valid training experiences by working face-to-face with clients and side-by-side with competent senior staff. In this author's opinion, the university cannot adequately prepare the student under conditions as they now exist.

+2. Ball, Edith L. Academic preparation for therapeutic recreation personnel. Therapeutic Recreation Journal, 2(4): 13-19, Fourth Quarter, 1968.

3. Berryman, Doris L. Development of educational programs for new careers in recreation services for the disabled. New York, New York: New York University, School of Education (10003), n.d.

The purpose of this project is to define the roles and functions of subprofessional recreation personnel in hospitals, extended medical care facilities, and municipal recreation departments; to develop educational programs to prepare individuals for work at the various levels identified; and to demonstrate and evaluate at least one of the educational programs developed. The roles and functions of subprofessional recreation personnel in recreational activity programs in hospitals, extended medical care facilities, and municipal recreation programs will be analyzed.

4. Berryman, Doris L. Development of educational programs for new careers in recreation services for the disabled. Final report. New York, New York: New York University, School of Education (10003), n.d.

Paraprofessional recreation personnel in hospitals, extended care centers, homes for the aged, and recreation departments were surveyed to define their roles and functions. Visists to 28 job analysis sites helped to identify a total of 79 job tasks and functions. A working model for a career lattice in recreation, and suggested content for a training program were some of the results of a two-day conference of recreation educators, consultants, experienced practitioners, and recreation assistants. In the resulting training program, two groups of trainees were used to test a field teaching approach which was evaluated by pre- and posttesting. The results indicated that the training program was effective, and that many participants were stimulated to consider careers in recreation. One recommendation was that the training program should be revised and refined.

5. Bibliographies related to major topics: therapeutic recreation personnel development. Therapeutic Recreation Journal, 2(4): 25-27, Fourth Quarter, 1968.

+6. Calder, Jean. Special requirements in the training of recreation workers for the rehabilitation field. Recreation for the handicapped. Report on the Australian Conference on Recreation for the Handicapped. Melbourne, Australia: Australian Council for Rehabilitation of the Disabled, 1974. pp. 93-98.

Expands concepts of voluntary workers and job classification presented in Elery Hamilton-Smith's report, "Education of Recreation Workers." Relevance of the report to the study of education opportunities for recreation workers in rehabilitation is discussed. Suggestions and recommendations for immediate action to meet current needs in the field of recreation for the handicapped are given. These include provision of fellowships for postgraduate overseas study, establishment of one professional school to provide postgraduate and regular education programs for recreation workers, and establishment of a committee to study the emerging field of recreation for the handicapped.

7. Chiera, George Carl. Role perceptions of therapeutic recreation staff members in institutions with centralized and decentralized administrative structures. Master's thesis. University Park, Pennsylvania: Pennsylvania State University, 1973. Available from Microform Publications, College of Health, Physical Education and Recreation, University of Oregon, Eugene, Oregon. Order # RC 154f.

+8. Denman, Elizabeth. Reports from the discussion groups: inservice training. Therapeutic Recreation Journal, 2(4): 23-24, Fourth Quarter, 1968.

9. Durante, Ann C. Role analysis of recreation therapeutic activity workers: self-perception and perceptions of others in a clinical setting. Master's thesis. University Park, Pennsylvania: Pennsylvania State University, 1974.

+10. Edginton, Christopher R., and David M. Compton. Advocacy: a conceptual framework for the therapeutic recreator. Therapeutic Recreation Journal, 9(1): 26-31, First Quarter 1975.

The role of the therapeutic recreator in generating and sustaining the process of advocacy and consumerism among the disabled is discussed. The therapeutic recreator practices advocacy by involving the disabled in planning for their recreation, by planning activities that reflect their needs and interests, and by providing experiences that increase their skills and abilities. Authors call for more involvement of recreators in advocacy at higher levels.

+11. Frye, Virginia. Crisis - challenge - change in personnel recruitment for therapeutic recreation. Therapeutic Recreation Journal, 2(4): 4-8, 1968.

Progress in the development of professional preparation in the form of undergraduate curriculum offerings and graduate specialization has not attracted students in anything like the numbers needed. The profession is urged to consider reasons and needs for recruitment as well as specific areas to focus on as being potentially highly productive in producing candidates for the field.

12. Garrett, Max R. A study of current recreation internship and field training programs at selected educational institutions and public agencies. Urbana, Illinois: Department of Recreation and Park Administration, University of Illinois.

13. Godfrey, Barbara Barnard. Leadership training in camping for the handicapped. Doctoral dissertation. University of Southern California, 1958. 296 pp.

Study included only agency-sponsored camps of at least five days duration which provided 24-hour custodial care for physically handicapped children. Conclusions: Minimum training for counselors in camps for the handicapped should include a three or four day precamp session in which the following topics are covered: general camping information, problems of the handicapped, program techniques, camping skills and adaptations to the needs of the handicapped, and the specific duties which the counselor will perform in camp. Optimum training should include a longer precamp session at the camp site, with coverage of additional topics, such as child growth and development with emphasis on the psychology of exceptional children, program planning, teaching techniques, techniques of outdoor living, and observation of handicapped children. There was sufficient evidence of differences in the effectiveness of minimally and optimally trained counselors to warrant focusing objectives for leadership training on the optimum rather than on the minimum.

+14. Grey, David. New values, new mission, new role, new preparation for recreation personnel. Journal of Health, Physical Education, and Recreation, 40(7): 38-39,52, 1969.

Analysis of existing, impending, or needed changes in recreation services and speculation on the impact such changes may have for our curriculum design.

+15. Hawkins, Donald E., and Peter J. Verhoven. Preparing recreation personnel to provide recreation services to older citizens. Therapeutic Recreation Journal, 4(3): 1,38-43, 1970.

Research report of administration on aging sponsored manpower supply/demand study. Survey questionnaire of public, private and commercial recreation establishments and college and university curricula. Projections are offered for 1970 and 1980. Existing sources of manpower supply are discussed.

16. Hamilton-Smith, Elery. Demand for Recreation Workers: A Report Prepared for the Australian Department of Tourism and Recreation. Canberra, Australia: Australian Government Publishing Service, 1974. 75 pp.

This report was designed to be used as a basis for continued monitoring of manpower in the recreation field in Australia. Data emphasize the need for a broad spectrum of educational opportunities producing a range of workers with varying kinds of expertise. Other points relevant to recreation in the United States include recommendations that special attention be given to part-time courses to provide for further education of those already in the field, to the needs of disadvantaged groups, and to development of policies which will maintain and foster volunteer contribution to recreation services.

17. Hamilton-Smith, Elery. Education of recreation workers in recreation for the handicapped. Report on the Australian Conference on Recreation for the Handicapped. Melbourne, Australia: Australian Council for Rehabilitation of the Disabled, 1974. pp. 89-92.

Suggests that one major problem of Australia's current recreation provision is the extent to which it is over-organized and system-controlled rather than personalized and person-centered. Argues that the primary focus in education of recreation workers has to be on the study of people and of social behavior rather than on recreational activities. Stresses need to select and prepare recreation workers who will enhance and expand the contribution of volunteers rather than limit this in any way. Dangers of overprofessionalization are discussed, as well as the importance of field experience.

18. Hayes, Gene Autry. An investigation of the academic preparation of recreators working with the ill, disabled, and handicapped and the effectiveness of this preparation in fulfilling their work responsibilities. Master's thesis. Chapel Hill, North Carolina: University of North Carolina, 1964.

A questionnaire was distributed to recreators working with the ill and disabled who were registered with the American Recreation Society's Hospital Section as of August, 1963. Of 210 questionnaires mailed, 103 usable returns were obtained. Some of the conclusions were: (1) Eighty-nine percent of the subjects have attained undergraduate degrees and 59 per cent have attained graduate degress. (2) Respondents who hold bachelor degrees have come into the field from a wide variety of academic backgrounds. Physical education was the most frequently mentioned field of study; recreation the second. (3) Respondents who hold graduate degrees tend to concentrate their studies in the specialization of recreation with the ill, disabled, and handicapped.

19. Janetos, Dimitri Alexis. The identification of the student recruitment process in recreation education, 1945-1972. Doctoral dissertation. Philadelphia, Pennsylvania: Temple University, 1973. Dissertation Abstracts International 34/08A, p. 4903.

The purpose of this study was to identify in a logical and organized form the student recruitment process in recreation education from 1945-1972. A sub-problem of this study was to provide a description of current techniques utilized by colleges, universities, and professional recreation associations in the recruitment of recreation majors. On the basis of this study, the following conclusions were reached: (1) Throughout the years 1945-1972, there were a number of articles written to indicate that recruitment techniques were being used in an attempt to recruit individuals into the profession. However, the 1950's and early 1960's seemed to mark the time when interest in recruitment intensified, based on the large number of articles published during that period. (2) Throughout the years 1945-1972, there appeared to be a number of authors in the field calling for the profession either to increase the number of students majoring in recreation, or to upgrade the quality of the recruitment process. (3) A review of the literature appeared to reveal that the recreation profession experienced a number of problems which seemed to inhibit the profession's ability to recruit students. The major problem areas appear to be: an unattractive professional image; a lack of public acceptance, understanding, and recognition of the recreation profession; and the misunderstanding of the relationship between recreation and physical education. (4) The literature review revealed that from the mid 1940's

to the late 1960's, the demand for recreation graduates to fill recreation positions was greater than the supply being graduated from professional curricula. It was not until the late 1960's and early 1970's that the number of candidates seemed to become greater than the number of positions available. Thus, in the early 1970's, as the selection of personnel for job opportunities became more competitive, there appeared to be a growing concern on the part of recreation professionals and educators over the difficulty of job placement for recreation graduates. (5) Throughout the literature written between 1945-1972, a number of articles were found which stated that the lack of an adequate supply of recreation graduates to fill positions in the field resulted in the hiring of untrained, non-recreation graduates from other disciplines. (6) The documents surveyed seemed to reveal that recreation departments, colleges, and universities did not become active in the recruitment and professional preparation of minority students until the late 1960's and early 1970's. (7) A review of the literature seemed to reveal that the total profession had not shared in the responsibility for recruitment of students into professional preparation programs. Therefore, according to a number of authors, colleges and universities assumed more than their share of the responsibility. (8) The 1960's seemed to mark the time in which two-year recreation curricula were established in institutions of higher education. Prior to 1960, only one program was reported to be in existence. However, by 1970, there were 70 programs reported to be in operation with a total enrollment of 3275 majors. (9) Although recreation education was being provided in colleges and universities from 1945-1972, it appeared that the late 1960's and early 1970's marked a time in which the greatest number of students selected recreation as a major course of study. (10) Based on the number of programs reported to be in existence, it appeared that the state affiliated societies of the National Recreation and Park Association were more active in the area of recruitment than the state affiliated associations of the American Association for Health, Physical Education, and Recreation. Recruitment programs were listed by 36 state societies of parks and recreation. Of the 31 state associations of health, physical education, and recreation responding to the questionnaire, 24 reported that there had been no recruitment assistance programs undertaken. (11) The results of the survey indicated that two-year colleges used more recruitment techniques than did four-year colleges. Two-year colleges reported to use an average of 14 techniques compared to an average of 11 reported by four-year colleges. (12) The results of the survey indicated that a majority of the schools reporting either did not receive recruitment assistance or were unaware of assistance programs offered by professional recreation associations. (13) Based on the results of the survey, a majority of the two-year and four-year colleges reporting expressed an interest in a coordinated recruitment program at either the local, state or national level.

20. Kauffman, Earl. A critical evaluation of components basic to certain selected professions with a view to establishing recreation as a profession. Volumes I-III. Doctoral dissertation. New York University, 1949.

21. Kelley, J. D., and D. R. Austin. A manpower survey concerning therapeutic recreation personnel. Urbana, Illinois: Office of Recreation and Park Resources, University of Illinois, 1972.

22. Kelsey, John Marvin. A study of programs of recreation in selected institutions of higher learning in North, Central, and South America. Doctoral dissertation. Ames, Iowa: University of Iowa, 1956.

23. Kraus, Richard, and Barbara Bates. Recreation Leadership and Supervision: Guidelines for Professional Development. Philadelphia, Pennsylvania: W. B. Saunders Co. (West Washington Square, 19105), 1975.

24. Lindley, Donald Dean. Relative importance of college courses in therapeutic recreation as evaluated by fifteen recreation leaders and fifteen educators. Doctoral dissertation. Eugene, Oregon: University of Oregon, 1969.

Thirty colleges and universities were surveyed as to the courses offered, degree programs, medical school affiliation and field work settings in therapeutic recreation. There were 21 colleges and universities offering therapeutic recreation courses as indicated by the usable returns and a catalog survey. The panel rated the courses on a five-point scale. Results: (1) There was close agreement between the selected educators and recognized leaders in therapeutic recreation relative to the order of importance of courses offered in therapeutic recreation programs at both the undergraduate and graduate levels. (2) Forty courses were identified as Essential-Highly Desirable-Desirable at the undergraduate level as determined by combined ratings of the educators and recognized leaders. (3) Skill courses were important in the undergraduate programs and unimportant in the graduate programs. (4) Thirty-five courses were identified as Essential-Highly Desirable-Desirable at the graduate level by the combined ratings. (5) Courses rated high at the graduate level were classified as Recreation Administration and Evaluation and Research. (6) Practical experience was indicated at both undergraduate and graduate levels with Field Work and Internship rated Highly Desirable.

25. Little, Alton Dean. The establishment of guidelines for use by states in the development of a program of certifying, licensing, or registering the recreation executive. Doctoral thesis. University of Georgia, 1971. Microfiche of typescript, 2 sheets 10.5 x 14.8 cm. Available from Microform Publications.

+26. Martin, Fred W. Survey of college and university coursework in therapeutic recreation service. Therapeutic Recreation Journal, 5(3), Third Quarter, 1971.

27. Martin, Hugh Prator. A normative study of selected characteristics of health, physical education, and recreation majors. Doctoral dissertation. Montgomery, Alabama: University of Alabama, 1972.

28. Matthews, Peter R. Activities program for the mentally retarded: a practical experience for college students.

Described is the development of an activities program for mentally retarded children conducted by students at Lock Haven College during the summer of 1974. For 34 weekdays over a seven-week period an average of 32 mostly handicapped youngsters attended a two-hour morning activities program. Approximately 25 college student volunteers enrolled in summer special education courses and a workshop on physical education and recreation for special populations were trained for the program. The importance of

serving many more handicapped persons, expanding transportation, and providing additional staff and trained volunteers is mentioned. Feedback from program participants is presented as the simplest and best way to judge this program.

29. Neal, Larry L., editor. The Next Fifty Years: Health, Physical Education, Recreation and Dance. Congress for Recreation and Parks Highlights, 1970. Washington, D. C.: National Recreation and Park Association, 1971.

30. New York State Education Department. Training for New Trends in Clubs and Centers for Older Persons. Albany, New York: the Department, Bureau of Special Continuing Education, New York State Recreation Council for the Elderly, 1968. 90 pp.

Proceedings of a seminar, Ithaca College, June 6-8, 1968. The sessions of a seminar for training New York State leaders of recreational programs for the elderly explored the possibilities for enriched programing, the development of supportive services, means for creating new center facilities, and possibilities for increased member leader roles. Position papers examined blocks to communication as well as techniques in listening.

+31. Neal, Larry L. Project extend-ed - a curriculum model for therapeutic recreation service to handicapped youth. Therapeutic Recreation Journal, 4(2): 41-43, 1970.

Briefly reviews college and university programs which are involved in developing specialized recreation curricula to prepare professionals for service to disabled youth. Special emphasis is given University of Oregon project.

+32. Nesbitt, John A. Therapeutic recreation service curriculum today and the need for change. Therapeutic Recreation Journal, 4(2): 2-3, 1970.

Although the basic features of the recreation and therapeutic curriculum which have produced responsible, capable, and effective workers should be retained, the curriculum should be revised to reflect changes in society and to anticipate the skills and knowledge which will be needed in the future. Primary considerations which dictate the need for curriculum evaluation are analysis of increasing expectations and needs for services, the enhanced ability to provide services, growing manpower needs, the changing nature of recreation as a profession, the emergence of professionalism, and the need for professionals to function as change agents.

+33. Nesbitt, John A. editor. Papers on Program Development in Recreation and Physical Activity for Handicapped Children. San Jose, California: California Institute of Interdisciplinary Studies, San Jose State College, 1971.

A series of papers resulting from several recent workshops and conferences on recreational program development. Compiled for the use of schools, special educators, remedial and adapted physical programs, teachers, and recreation and park department and therapeutic recreation personnel. Includes: Recreation and Physical Education for Disabled Children--Initiating,

Expanding, and Improving Programs at the Local, State, and National Levels, 166 p.; The Disabled Child's Right to Physical Education and Recreation, 41 p.; Working Together in Recreation and Physical Activity for the Disabled Child, 29 p.; Reference Information on Recreation and Physical Education for Disabled Children, 55 p.; Handbook on Therapeutic Recreation Service for Disabled Children Curriculum, 40 p.

34. Nesbitt, John A., et al., editor. Training Needs and Strategies in Camping for the Handicapped. Eugene, Oregon: University of Oregon Center of Leisure Studies, 1972. 241 pp.

Twenty-eight position papers and other proceedings of a national conference on training needs for personnel in camping, outdoor, and environmental recreation for disabled children. The conference, held March 29 - April 1, 1972 at Pacific Grove, California, was organized by the Therapeutic Recreation Service for Handicappped Children Project of California State University at San Jose. It had three main objectives: to investigate the training dimension of camping for the disabled; to determine specific problems and needs in the provision of camping oppertunities for the disabled; and, to develop strategies for the improvement of activities and creation of special curricula and materials.

35. Mundy, Clair Jean. A descriptive study of selected practices in the administration and supervision of field work programs in selected four-year recreation and park curricula. Doctoral dissertation. New York, New York: Columbia University, 1972. Dissertation Abstracts International, p. 4193A.

Purposes: (1) To determine selected practices in the administration and supervision of field work programs in four-year recreation and park curricula and to ascertain if these practices were related to selected departmental and institutional characteristics. (2) To determine college supervisors' perceived priority of objectives of their field work program in rank order. (3) To make general recommendations regarding field work practices. Limitations: The study was limited to four-year recreation and park curricula in the United States in 1968-1969 offering at least twelve credit hours in recreation and park courses. It was also limited to only the reports of college supervisors of field work programs. Procedures: A questionnaire was constructed, pretested in the Southeastern United States, and revised. A master list of colleges and universities reporting four-year recreation and park curricula was compiled and utilized in the study. One hundred and three questionnaires were administered by mail, with subsequent follow-ups to nonresponding institutions. Seventy-nine, or seventy-six per cent of the colleges responded to the questionnaire. Analysis of the Data: The data were treated by computing the mean, median, mode, range, and frequency distribution for each question requiring a numerical answer. The remaining items were processed to obtain frequency distributions. Cross tabulations were done for selected departmental and institutional characteristics and current administrative and supervisory practices as well as for the attitudes of the college supervisors and their background characteristics. Conclusions: There exists a great variety of organizational and operational patterns in recreation field work programs and there is little uniformity and agreement in terminology. The college supervisor's ranking of objectives for the programs indicate the experience is being utilized to meet a variety of objectives by the colleges. Three

distinct patterns of field work placement emerged as one of the major findings of the study. The majority of programs utilize the one term full-time placement pattern or a two or three term placement. Other programs have a one term part-time field work placement. It appears that the field work students are better oriented to field work and have more contact and feedback from the college than the agency supervisor. Field work students tend to be exposed to major professional functions in recreation and parks during their placement. However, a major problem in field work is obtaining a variety of experiences in these functions. The data indicated the major problem in field work programs for both the college and the students tends to be connected more with the agency than the college. The college supervisors feel the quality of agency programs was not sufficiently high to allow for the maximum educational experience. If this is accurate, there appears to be little liklihood that two of the highest ranked objectives, integration of theory and practice and induction into the profession, would be realized. Recommendations: It is suggested that NRPA: (1) develop an extensive and detailed guide or handbook on field work, and (2) clarify and unify termonology related to aspects of field work training programs. Colleges and universities should give consideration to the following recommendations: (1) Establish carefully organized set of procedures in administration and supervision of field work. (2) College supervision of students should be under direction of qualified college personnel employed at the college for at least one year. (3) Supervision of students should be calculated into the college supervisor's teaching loan. (4) Agencies of high quality should be selected as cooperating agencies.

36. Odum, Linda Lee. A curricular matrix for use in the design development of an undergraduate core curriculum in therapeutic recreation. Doctoral dissertation. The Florida State University, 1973. Dissertation Abstracts International, 34/04A p. 1563.

The major focus of this study was to provide for the field of therapeutic recreation a means of (1) designing curricula, and, (2) evaluating curricula. A review of the literature indicates a need for the creation and implementation of competency based curricula, and the development of some standards whereby this curricula can be evaluated. Therefore, this study attempted to: (1) identify competencies most vital to therapeutic recreation services personnel; (2) relate those competencies in a systematic manner to job level designations (i.e., Leader, Supervisor, Director); and, (3) construct a curricular matrix for use as a framework in the design and development of undergraduate core curricula in therapeutic recreation. To this end, 20 persons (educators and practitioners in therapeutic recreation) were impanelled to: (1) review a list of 34 competencies versus three job levels, and indicate which competencies were most vital to which job level designation; and, (2) review a second checklist of competencies (based on a frequency distribution of list #1) versus levels of attainment (adapted from Gagne) and designate the desirable level of attainment for each competency. The levels of attainment were the ability to (1) respond, (2) recall, (3) discriminate, (4) conceptualize, (5) apply a rule, and (6) solve a problem. From a frequency distribution of the second checklist, a continuum of competencies was obtained ranging from the most important at the lowest job level to the most important at the highest job level. By ascertaining the level of attainment

for each competency, a curricular matrix was developed. Summary: The 13 competencies judged most vital to the Leader job level were participant oriented. The Supervisor job level shared three competencies with the Leader and one competency with the Director; two competencies were unique to the Supervisor. The Director's 16 competencies were staff and administrative oriented. The competencies of the Director and the Leader were mutually exclusive. The training of the Leader needs to span more levels of attainment than the Supervisor or the Director. The Supervisor training occurs primarily at the higher levels of attainment. The Director training should occur at the two highest levels of attainment. The curricular matrix may be employed in the following ways: (1) as a basis for curricula design; (2) as evaluative criteria for existing curricula; (3) as a device for competency based testing for entry and exit level skills and/or knowledges; (4) as a means of homogeneous grouping for courses on levels of attainment; and, (5) as an index to job levels (e.g., the Supervisor collapses on the Leader and Director) in therapeutic recreation.

+37. Park, David C., and William A. Hillman. Therapeutic recreation curricula in the U.S.A. Therapeutic Recreation Journal, 4(2): 13-16, Second Quarter, 1970.

38. Rober, Martha. Therapeutic recreation and group activities. Intercom, 27(3): 1-2, Summer 1975.

Characteristics of successful therapeutic recreators include perception, self-evaluation, and enthusiasm. Thorough knowledge of each recreation activity and its purpose are also important.

+39. Robb, Gary. Integrating preservice education and professional functioning. Therapeutic Recreation Journal, 7(2): 40-46, Second Quarter, 1973.

The university should be flexible enough to permit the type of educational experiences for students which are desired and needed to serve their best interests, and train people to meet specific needs of the variety of clients served. Advocates better preparation at undergraduate level. Need to close gap between preservice education and TR professional models.

40. Smith, Harold. Practitioners' evaluation of college courses, competencies and functions in therapeutic recreation. Doctoral dissertation. Salt Lake City, Utah: University of Utah, 1974. Dissertation Abstracts International.

The general problem was to survey bachelors level practitioners in therapeutic recreation in the following areas: professional undergraduate college courses taken, professional undergraduate college courses deemed essential to successfully perform the job, competencies acquired through undergraduate college courses taken, competencies needed to successfully perform on the job, functions currently being performed on the job, and functions that should be performed while on the job. A secondary consideration was the development of an undergraduate curriculum in therapeutic recreation. Research Design: A mail out questionnaire type survey technique was utilized in this research because this format provided the opportunities to obtain information from a diversified population. Data Collection: The questionnaire was sent to 183 "Therapeutic Recreation Workers" in two separate mailing. Eighty completed returns were received as of August 31, 1974, 75 of which were deemed fit for the study. Questions in Lieu of a Hypothesis: (1) What professional

undergraduate college courses have the bachelors level practitioners taken? (2) What professional undergraduate college courses do the bachelors level practitioners believe they need to be more successful on their job? (3) What competencies did the bachelors level practitioners require in their undergraduate college preparation? (4) What additional competencies did the bachelors level practitioners identify as being required for success on the job? (5) What functions are the bachelors level practitioners currently performing? (6) What functions did the bachelors level practitioners believe they should be performing? Findings: It was found that: (1) The five courses most often taken by the 75 responding practitioners were: Developmental Psychology (77%), Games and Sports (75%), Abnormal Psychology (73%), First Aid (71%), and Social Psychology (71%). 2. The five courses rated as most needed were: Internship, Field Work, Introduction to Therapeutic Recreation, Program in Therapeutic Recreation, Recreation for the Mentally Ill. (3) The six most acquired competencies were: knowledge of basic communication tools (78%), understanding of the impact of recreation and leisure (77%), ability to work with people (77%), knowledge and appreciation of methods of organization (75%), knowledge of body structure and function (75%). (4) The six competencies rated as most needed were: abilities to work with people, ability to integrate recreation services, knowledge and appreciation of leadership needs, understanding of the learning process, knowledge and appreciation of methods of organization, and understanding human growth and development. (5) The five functions currently being performed were: direct therapeutic recreation program activities; organize, direct and supervise therapeutic recreation program for patient rehabilitation; supervise and maintain facilities, equipment and supplies; patient evaluation through notes, records, etc.; and treatment team planning. (6) The top five functions that should be performed were: direct therapeutic recreation program activities; patient evaluation through notes, records, ect.; organize, direct and supervise therapeutic recreation program for patient rehabilitation; treatment team planning; and supervise and maintain facilities, equipment and supplies. Conclusions: (1) A wide variety of course work appeared typical of bachelors level preparation in therapeutic recreation. (2) The majority of the practitioners appeared to have acquired the majority of the competencies during their undergraduate training. (3) It appeared that the majority of the functions performed by bachelors level practitioners were, and should continue to be in the area of direct patient care and treatment.

41. Spring, Evelyn Lee. Professional preparation in recreation: undergraduate education pertinent to leadership with older adults. Doctoral dissertation. Los Angeles, California: University of Southern California, 1968.

In a review of catalogs from 107 institutions offering undergraduate REC curricula, all available courses were identified which contained materials pertinent to leadership with older adults. Data were received from 67 of 107 colleges by use of a questionnaire. Respondents verified pertinent course offerings and recommended additional academic content for undergraduate majors relevant to leadership with older adults. Recommendations were also obtained from 18 selected authorities. Eighty-one per cent of institutional respondents reported 223 courses relevant to aging.

Thirty-seven were specialized courses and 186 contained special content emphasis on aging. Specialized courses were predominantly offered outside the major. Courses with special content emphasis were required within the major. The focus of courses was on sociological aspects of aging. Within the major, emphasis on leadership methods and techniques were predominant. Opportunities for practical experience with older adults were typically elective. It was concluded that current educative opportunities for undergraduate majors in recreation pertinent to leadership with older adults are inadequate and in need of improvement.

42. Sulsberger, Thomas Albert. The influence of an introductory course in therapeutic recreation on students' attitudes toward disabled persons. Master's thesis. University Park, Pennsylvania: Pennsylvania State University, December 1975.

This study was designed to determine the influence of an introductory course in therapeutic recreation which included a direct leadership experience with disabled persons on students' attitudes toward disabled persons. Forty undergraduate students (18 male, 22 female) were given the Attitutde Toward Disabled Persons Scale before and after participating in an introductory therapeutic recreation course. Additional information about each student was obtained through administration of other questionnaires before and after the course. Classes met for 75 minutes per session three times per week for ten weeks; direct leadership experiences with mentally retarded, emotionally ill, or physically impaired persons lasted one hour per week for eight weeks. Results indicated that: (1) students perceived their attitudes toward disabled persons more positively because of the course with 90 percent attributing this to direct leadership experiences; (2) no differences in attitudes were noted among students who worked with different disability groups; (3) no differences were found between attitudes of male and female students; (4) amount and type of previous experience with disabled persons appeared to have no effect on student attitudes; and (5) area of academic specialization did not affect student attitudes. Several conclusions drawn from the study have direct implications for personnel involved in or preparing others to work with special populations: (1) this therapeutic recreation course had positive effects on student attitudes toward disabled persons; (2) experience and exposure in and of themselves do not automatically guarantee positive attitudes--the quality of these experiences is the key factor; and (3) trends, while not statistically significant, indicated that attitudes of students who worked with emotionally ill and mentally retarded persons were more positive than those working with physically impaired individuals. Areas in which this study differs and contradicts other research and empirical results need further investigation.

43. Verhoven, Peter J., editor. Educating Tomorrow's Leaders in Parks, Recreation, and Conservation. Washington, D. C.: National Recreation and Park Association, n.d.

An interpretive report of the general attitudes and recommendations resulting from discussion at the National Forum on Preparing Tomorrow's Park, Recreation, and Conservation Leaders. Topics include discussion of trends, resources, and challenges and a list of recommendations to improve training programs for leaders in the field.

44. Verhoven, Peter J. Needed: 18,000 therapeutic recreation service personnel by 1980. Therapeutic Recreation Journal, 3(1): 4-7, First Quarter 1969.

45. Verhoven, Peter J. and Martha Peters. Education for therapeutic recreation practice. Therapeutic Recreation Annual--1971, VIII: 8-13, 1972.

A growing number of colleges and universities are providing courses and formal options in therapeutic recreation. The diversity of content exhibited by the course titles is disconcerting--the authors (1) ask pointed questions as to what should constitute a college curriculum directed toward the TR process or service; (2) establish a case for university leadership and methods of evaluating its effectiveness; (3) express student sentiments on what they are experiencing and wish to see in formal TR training. Those interested in training and curriculum development are urged to review the publication, Guidelines for Professional Preparation Programs in Physical Education and Recreation for Handicapped Children from which many of the specific illustrations of this article were drawn.

CORRECTIVE THERAPY

A corrective therapist, cooperating with a physician, applies principles, tools, techniques, and psychology of medically oriented physical education to assist individuals with various physical and mental conditions accomplish prescribed treatment objectives in rehabilitation or habilitation programs. More recently, corrective therapists have become involved in adapted physical education, perceptual-motor, and related programs for children. This expands and extends opportunities for individuals within this specialization.

Places of Employment

Government agencies
Hospitals
Clinics
Special schools
Research clinics
Residential facilities
Public and private rehabilitation clinics
Public schools
Private schools
Colleges/universities
Camps

Educational Requirements

To prepare for a career in corrective therapy, an individual should have a bachelor of arts or science degree with a major in physical education from an accredited college or university. Certification may be acquired by the American Board for Certification of Corrective Therapists after completing a minimum of 400 hours of clinical training; this is desirable but not required.

An undergraduate program in corrective therapy includes courses in (1) applied sciences--i.e., anatomy, physiology, kinesiology, physiology of exercise, psychology--i.e., general, abnormal, and physiological, (3) health and physical education--i.e., analysis of human movement, problems, principles, tests and measurements, and (4) corrective therapy and adapted physical education--i.e., physical education for the atypical, organization and administration of corrective therapy, and kinesiotherapy. Program flexibility is provided so students have ample opportunities for electives in a variety of other areas. Advanced graduate courses and advanced degrees in corrective therapy are available from some colleges and universities.

Resource Contact

American Corrective Therapy Association
6622 Spring Hollow
San Antonio, Texas 78249

Note: Explanations for symbols are included in Introduction, vii.

Annotated Listing of References

+1. American Corrective Therapy Association. Professional Field of Corrective Therapy and Adapted Physical Education. Austin, Texas: the Association, 1970. 20 pp.

This pamphlet describes the corrective therapy profession, structure and functions of its professional association, and professional standards.

+2. American Corrective Therapy Association, Inc. Professional Preparation for Careers in Corrective Therapy. ACTA Informational Materials Committee. 2 pp.

Defines the academic categories and didactic curriculum for students of corrective therapy.

3. American Corrective Therapy Association, Inc. Recommended Minimum Standards for Approved Clinical Training Affiliations. American Corrective Therapy Association Informational Materials Committee, n.d.

These standards are designed to provide hospital and school affiliated experiences for the trainee in corrective therapy and/or adapted physical education which are adequate to supplement his prior or concurrent didactic instruction within the educational institution.

+4. Friedman, Edward D. Corrective therapy--its past--present--future. American Corrective Therapy Journal, 22(6): 181-187, November-December 1968.

Traces the history, current status, and projected development of corrective therapy as a paramedical profession. The field's struggle for full recognition is outlined.

+5. Rhea, Kermit. A perspective for corrective therapy and adapted physical education. American Corrective Therapy Journal, 22(3): 89-91, May-June 1968.

The fields of adapted physical education and corrective therapy often parallel one another in their approach to the treatment process. A brief history of the fields, a definition of corrective therapy and a listing of some of the exercises and activities used in treating patients in the two fields are presented. Certification is briefly discussed.

+6. Rowlett, John D. A university examines its resources with implications for rehabilitation medicine today. American Corrective Therapy Journal, 22(4): 113-114, July-August 1968.

Suggests need for a "marriage" of efforts between college educators and therapists in cooperating to share resources in terms of common goals. Five areas are recommended for consideration: assessment of current and future employment opportunities, recruitment of students, use of part-time or consultant rehabilitation therapists by the university, assistance of therapists by appropriate university personnel, and cooperative research projects in various areas.

+7. Scott, Leonard L. Clinical training in corrective therapy as preparation for a professional career. American Corrective Therapy Journal, 29(5): 165-168, September-October 1975.

Describes approved clinical training programs for Veterans Administration Hospitals. Emphasis is placed on preparation and training of university and college students for professional careers in rehabilitation and specifically in corrective therapy. Procedures for establishment and initiation of a program, direction, requirements for training, and qualifications for student acceptance are detailed.

+8. Smith, Warren C. Guest editorial: I am... American Corrective Therapy Journal, 26(5): 132-133, September-October 1972.

Discusses the role and status of the corrective therapist in various settings. Calls for expansion of the profession out of the medical environment of the Veterans Administration Hospital and into an educational or community recreation environment.

+9. Smith, Warren M. Corrective therapy certification policies and procedures. American Corrective Therapy Journal, 25(3): 91-93, May-June 1971.

Present certification procedures for individuals desiring to become professional corrective therapists are outlined. Applicants must have a bachelor's degree in health and physical education, a required number of clock hours of clinical training in an approved affiliated course, and be active members of the American Corrective Therapy Association.

+10. Stende, David A. The scope of corrective therapy. American Corrective Therapy Journal, 29(3): 76-80, May-June 1975.

Provides a definition and overview of the field. Training requirements, a history of the field standards for certification, and employment possibilities for corrective therapists are discussed.

+11. Young, Carl Haven. The contributions, functions, and skills unique to the corrective therapy profession. American Corrective Therapy Journal, 26(1): 27-29, January-February 1972.

Unique contributions of corrective therapy and/or adapted physical education and the functions and skills that are different from other forms of therapy are discussed. The corrective therapist is seen first of all as an educator, with his greatest contribution in the area of kinesiotherapy. Corrective therapy does not seek to supplant physical or occupational therapy, but rather to supplement and complement them.

+12. Young, Carl Haven. Significance of the curriculum and prerequisites for the certification of corrective therapists. American Corrective Therapy Journal, 27(5): 131-135, September-October 1973.

Criteria for curriculum must be based on diagnostic and prescriptive analysis in deciding on what needs to be learned, long range experiences, prescribed learning experience and assessment of progress.

CAREER PLANNING

Information about Education and Training Opportunities

Many opportunities exist for individuals interested in obtaining further education and training for working with impaired, disabled and handicapped individuals. As in any other area, each individual must do a great deal of leg work to obtain all pertinent information and relevant materials. Contacts vary depending on whether an individual is interested in paraprofessional, undergraduate, or graduate levels.

Recently enacted federal legislation--Public Law 94-142--includes instruction in physical education as a part of the definition of special education, and recreation as related service area. In addition, legislation and litigation in many states mandates right to education, right to treatment, and right to community services for all, regardless of type or severity of handicapping condition. Therefore, the future in all service areas for special populations for positions in schools, centers, and other facilities of all types is bright as programs in physical education, recreation, and related activity areas should expand dramatically.

In addition to opportunities for specialists in various aspects of adapted, corrective, and developmental physical education, new roles are emerging. Mandates to meet each individual's needs in least restrictive environments necessitate resource specialists to work with both children and teachers. Supervisory personnel are becoming increasingly necessary to coordinate these programs at all levels and in various situations.

However, these circumstances do not reduce leg work necessary on the part of individuals seeking positions in these areas. Importance of personal contact and re-contact with personnel responsible for interviewing and hiring, and necessity to assume a great deal of personal responsibility in the entire process cannot be overemphasized. It is also important to know certification or registration requirements for personnel being hired in these positions. In some states, personnel must be certified in special education as well as in the specialized area; in other states they must be certified only in special education; in still other states, they must only be certified in the area of specialization. This type of information is important as an individual plans educational training programs and related experiences.

Suggestions for Individuals Interested in Activity and Therapy Fields

Various volunteer or part-time work opportunities are available so that individuals interested in pursuing one of the activity or therapy fields discussed in this packet can obtain insights and experiences in working with impaired, disabled, and handicapped persons. High school students should avail themselves of opportunities to participate in career education, volunteer, and part-time work situations to obtain practical experiences in specific areas of interest. Such work and discussions with local contact people mentioned in the section below should prove helpful in selecting colleges or universities and major areas of concentration. This section provides information to help students get started in their local schools and communities right away.

Opportunities for Career Education, Volunteer, or Part-Time Work Experiences with Impaired, Disabled, and Handicapped Persons

Camps (day, residential)
Clubs and special interest groups
Community centers
Day care centers, activity centers, early childhood education programs
Government programs (NYC-Neighborhood Youth Corps; SWET-Student Work Experience and Training)
Playgrounds
Public school special education programs (student assistants and career education programs)
Residential facilities
Scouting and related service groups (Red Cross)
Semi-private agencies (YMCA, YWCA, YMHA, YWHA)
Special recreation programs and activities
Teen clubs
Aquatic and swimming programs
Nursing homes
Clinics
Hospitals (general, psychiatric)

Contacts for Career Education, Volunteer, or Part-Time Work Experiences with Impaired, Disabled, and Handicapped Persons

Affiliates of National Easter Seal Society for Crippled Children and Adults
Associations for Retarded Citizens (state and/or local)
Camps (special and regular)
Chapters of the American Red Cross
Civic and service groups (Civitan, Lions, Jaycees, Rotary, Optimist, Kiwanis)
Governmental agencies (local, state, federal)
Local recreation departments
Special schools and centers for the handicapped (day, residential)
Special education teachers and/or physical education teachers who teach impaired and disabled children in special or regular classes
Youth serving organizations (YOUTH-Youth Organized and United to Help Associations for Retarded Citizens; TARS-Teens Aid the Retarded; TRY-Teens for Retarded Youth; Boy Scouts; Girl Scouts; VISTA-Volunteers in Service to America; Red Cross; Concerned Youth for Cerebral Palsy; ACLD-Associations for Children with Learning Disabilities)

High School Preparation

- For students desiring specialized professional preparation, a general college preparatory program is needed.

- For students desiring positions not requiring formal professional preparation, contact state and/or local agencies responsible for residential programs, recreation departments, day care centers and others in the geographic area for their recommendations and job requirements.

- For all interested students, obtain as much direct experience as possible with impaired, disabled, and handicapped persons in a variety of situations. Career education provides opportunities to receive high school credit while serving and learning on the job.

College Selection and Curriculum

- Colleges and universities offering the best preparation programs are those in which there is a cooperative relationship among involved departments--i.e., physical education, recreation, special education department, rehabilitation, early childhood education, physical therapy, occupational therapy.

- Consideration should be given colleges/universities that have major offerings, concentrations, sequences, or specialized programs in specific areas of interest--i.e., adapted physical education, corrective therapy, recreation for the ill and handicapped, horticulture therapy, dance therapy, art therapy, music therapy, therapeutic recreation.

- Undergraduate preparation could take any one of many directions--

  --Major in area of interest with a minor or dual major in special education or another related area.
  --Major in special education with a minor or dual major in area of interest.
  --Concentrate on becoming as proficient and competent as possible in the major area with an adequate understanding of the minor area in order to meet needs of impaired, disabled, and handicapped students.
  --Develop understanding of the why of activity as well as the how.
  --Take every opportunity to observe and work with different levels and types of physically and mentally impaired and disabled persons in a variety of situations.

- An understanding of child growth and development, psychology of normal and exceptional, motor development, and deviations from the so-called norm is indispensible for students preparing to work with impaired, disabled, and handicapped persons.

- Colleges and universities are rapidly adding to their course offerings in areas related to various activity therapies.

- Some community and junior colleges are initiating two year special or technician programs to prepare personnel for various service positions in programs for impaired, disabled, and handicapped persons. Contact staffs from these institutions for detailed information about entrance requirements, curricula, and types of positions for which their programs prepare students.

Note: Explanations for symbols included in Introduction, vii.

Career Planning
Annotated Listing of References

1. B'nai B'rith Career and Counseling Services. 1975 Catalog of Publications, 1975. 4 pp. Free.

   This catalog lists current BBCCS publications in guidance, career planning and occupational information. Aids for counselors and parents, information relating to the handicapped and rehabilitation counseling, and educational directories and research are included. Special Occupational Brief Kit is featured.

+2. Calandra, Gerald N. Job hunting for fun and profit. Journal of Physical Education and Recreation, 46(9): 19-22, November/December 1975.

   Article examines four major facets of the employment process: contact letters, vita and resume development, follow-up letters, and interview skills.

3. Calvert, Robert, Jr.; Evelyn R. Kay; and Nicholas A. Osso. Schools for Careers: An Analysis of Occupational Courses Offered by Secondary and Postsecondary Schools. U. S. Department of Health, Education, and Welfare, Education Division, National Center for Education Statistics. Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402. 1975. 126 pp. $2.00.

   This analysis of occupational courses in secondary and postsecondary schools was developed in response to national attention currently focused on career education and significance of these data in educational and manpower planning.

4. Chronicle Guidance Publications, Inc. 1975-76 Guide to Two-Year College Majors and Careers. Moravia, New York (13118), 1975. 141 pp. $5.50.

   Information on two-year occupational-career curricula, associate and transfer programs in provided. Index to contents by general areas of study, index to majors and listing of colleges with addresses and status changes are included.

5. Counselors Information Service (newsletter). Washington, D. C.: B'nai B'rith Career and Counseling Services (1640 Rhode Island Avenue, N.W., 20036). Quarterly.

6. Erdlen, John D., editor. Employment Management Association. Job Hunting Guide. Boston, Massachusetts: Herman Publishing, Inc. (45 Newbury Street, 02116), 1975. 144 pp. $10.95 (cloth).

   Moves unemployed professionals and others should make to "land a job" are explained. Planning, resumes, covering letters, sources and contacts, interviews and job offers are discussed. Job hunting checklist, sample resumes, cover letters and recordkeeping charts are provided. Directory section lists over 2000 employment agencies, as well as over 500 executive search consultants, key newspapers and major accounting firms.

7. Feingold, S. Norman; Anne E. Garrett; and Fae E. Hoffman. Meeting the Challenge: Experimental and Innovative Colleges and Universities. Washington, D.C.:

B'nai B'rith Career and Counseling Services (1640 Rhode Island Avenue, N. W., 20036), 1974. 48 pp. $2.50.

This booklet provides brief, descriptive listings of experimental and innovative schools and programs. Each description supplies name and address, founding date, and institution's classification as "experimental," "innovative," or having programs of an experimental or innovative nature. Also included in each listing is information pertaining to accreditation, affiliation, environmental surroundings, composition of student body, and enrollment figures. Academic calendar, grading system and degrees offered as well as tuition costs, types of housing facilities are considered. Details pertaining to programs and facilities are included where possible. Special section on visiting experimental and innovative schools is also included.

8. Kleinman, Pauline. An analysis of articulation problems of two-year colleges and four-year institutions as related to a recreation and parks curriculum. Master's thesis. University Park, Pennsylvania: Pennsylvania State University, 1972.

9. Livesey, Herbert B., and Harold Doughty. Guide to American Graduate Schools (Revised). New York, New York: The Viking Press, Inc. (625 Madison Avenue, 10022), 1975. 437 pp. $8.95.

Post-baccalaureate study opportunities at more than 650 accredited institutions are covered. Admission and degree requirements, tuition, housing, fees, degrees conferred, enrollments, fields of study and financial aid are detailed.

10. McDaniels, Carl. Finding Your First Job. (Text/Workbook) Boston, Massachusetts: Houghton Mifflin Company (One Beacon Street, 02107), 1975. 74 pp. $1.95 (teacher's manual $1.50).

Job-finding information is presented. Careers for the future, types of jobs, preparing to look for a job, filling out forms and how to find out about jobs are surveyed. Conducting oneself in an interview, deciding which job to take, getting along on the job and progressing in one's job are considered. Teacher's manual accompanies student workbook.

11. National Health Council. 200 Ways to Put Your Talent to Work in the Health Field. New York, New York: the Council (Box 40, Radio City Station, 10019), 1975. 23 pp. Free (single copy).

Briefs on 50 career fields sample more than 200 careers in health. Essence of occupations and major responsibilities are outlined. Sources of additional information are listed.

+12. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). Careers in Activity and Therapy Fields. Washington, D. C.: AAHPER (1201 Sixteenth Street, N. W., 20036), 1976. $1.00.

This brochure was developed for high school students interested in investiating careers in the activity and therapy fields. The following

fields are explored in the brochure: art therapy, dance therapy, music therapy, early childhood education, developmental optometry, athletic training, adapted physical education, therapeutic recreation, horticulture therapy, occupational therapy, corrective therapy, physical therapy, rehabilitation services, and activity therapy. Each field is described in terms of its purpose, places where positions are offered, training required, and who to contact for further information. The brochure offers suggestions for volunteer and part-time work experiences to give high school students direct exposure to their field of interest. In addition, tips on selecting a college and deciding on a curriculum are provided. An audio-visual section contains numerous films dealing with one or more of the activity and therapy fields, including a brief summary and procedures for obtaining each film.

13. Splaver, Sarah, and Julian Messner. Non-Traditional College Routes to Careers. New York, New York: Simon and Schuster, Inc. (One West 39th Street, 10018), 1975. 255 pp. $6.95.

    Non-traditional ways to prepare for one's chosen career are detailed. Emphasis is placed on career preparation via different degree programs, interdisciplinary and self-designed majors, multimedia learning, off-campus and correspondence study. Discussion also includes cooperative education, consortia, "University Without Walls," external degrees, new and unique colleges, experiential credit, life-long learning and others.

14. Sweet, Donald H. The Job Hunter's Manual. Reading, Massachusetts: Addison-Wesley Publishing Company (01867), 1975. 89 pp. $3.95 (paper).

    Objectives of job hunting as well as self-evaluation procedures are considered. References, records, initiating a job hunt, sources, interviewing and deciding on a job offer are discussed.

15. U. S. Department of Health, Education, and Welfare, Public Health Service, Health Resources Administration, Bureau of Health Resources Development. Supply of Health Manpower. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D. C., 20402. 222 pp. $3.00.

    Descriptive profiles of current and past supply of health manpower as well as projections to 1990 are provided. Profiles and projections are supplied for physicians, medical specialists, dentists, optometrists, pharmacists, podiatrists, veterinarians, registered nurses and allied health occupations.

16. U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook for College Graduates. Washington, D. C.: Superintendent of Documents, Government Printing Office (20402), 1974. 290 pp. $2.95.

    Career opportunities in a broad range of professional and related occupations are described for which a college education is, or is becoming, the usual educational background for employment. Each occupational statement presents information on nature of work, places of employment, education and training requirements, earnings, working conditions and occupational outlook. Brief summary of expected changes in the nation's economy and analysis of overall supply and demand situation for college graduates through the mid-1980's are also provided.

17. Vinton, Dennis A. Career Ladders--Implications for Curriculum Competency Guidelines. Paper prepared for The National Institute on Recreation and Physical Activity for Handicapped Children and Youth, Denver, Colorado, October 20, 1974. 9 pp.

A career ladder is defined as "a construct which portrays a series of jobs or occupations with increasing degrees of difficulty, responsibility and authority within a career field." (p. 1) A section of the paper is titled "Therapeutic Recreation Occupations--Implications for Career Ladders," and is based on data provided by the National Task Force on Leisure Career Education for the Career Education for Leisure Occupations Project at the University of Kentucky during 1972. In the future two kinds of specialists will be needed in providing recreation services: providers of counseling and consultant services to individuals and organizations, and program leaders who can teach activity skills or direct recreation programs for day-care patients. Functions performed by each of these two groups are delineated using the data-people-things typology employed in the Dictionary of Occupational Titles. Steps necessary to make the National Therapeutic Recreation Society's voluntary registration program a valid construct for developing career ladders for the therapeutic recreation career field are outlined.

Listing of Colleges/Universities which Offer Adapted Physical Education and/or Therapeutic Recreation Professional Preparation Programs

CODE

Ma = major, specialization, concentration, emphasis, certificate
Mi = minor, option
* = combination Program in Adapted Physical Education and Therapeutic Recreation

	Adapted Physical Education				Therapeutic Recreation			
	P	B	M	D	P	B	M	D
ALABAMA								
University of Alabama Birmingham 35233			Ma	Ma				
ARIZONA								
* Arizona State University Tempe 85281			Ma				Ma	
CALIFORNIA								
California State University, Stanislaus Tulare 95380		Ma						
California State University Long Beach 90140			Ma			Ma		
California State University Northridge 91324							Ma	
California State University San Jose 95192							Ma	
San Diego State University San Diego 92115		Ma	Ma					
San Francisco State University San Francisco 94132							Ma	
University of California Berkeley 94720			Ma	Ma				
University of California Los Angeles 90024			Ma					
COLORADO								
University of Colorado Boulder 80302		Mi				Mi		
University of Northern Colorado Greeley 80631			Ma	Mi		Ma	Ma	Mi

	Adapted Physical Education				Therapeutic Recreation			
	P	B	M	D	P	B	M	D
CONNECTICUT								
Arnold College, U. of Bridgeport Bridgeport 06602		Ma						
* Southern Connecticut State College New Haven 06515			Ma				Ma	
DISTRICT OF COLUMBIA								
George Washington University Washington, D. C. 20006			Ma				Ma	
FLORIDA								
Florida A&M University Tallahassee 32307						Ma		
Florida State University Tallahassee 32306						Ma	Ma	
University of South Florida Tampa 33620		Mi	Ma					
GEORGIA								
University of Georgia Athens 30601			Ma				Ma	
HAWAII								
* University of Hawaii Honolulu 96822			Ma				Ma	
ILLINOIS								
Illinois State University Normal 61761		Ma	Ma					
Southern Illinois University Carbondale 62901		Ma				Ma		
University of Illinois Champaign-Urbana 61820							Ma	
INDIANA								
Indiana State University Terre Haute 47809		Ma	Ma			Ma	Ma	
Indiana University Bloomington 47401		Ma	Ma	Ma				

	Adapted Physical Education				Therapeutic Recreation			
	P	B	M	D	P	B	M	D
IOWA								
St. Ambrose College Davenport 52803		Ma						
University of Iowa Iowa City 52242						Ma	Ma	Ma
KANSAS								
Kansas State Teachers College Emporia 66801						Ma		
University of Kansas Lawrence 66044			Ma	Mi				
KENTUCKY								
Murray State University Murray 42071	Mi							
University of Kentucky Lexington 40506							Ma	
University of Louisville Louisville 40208			Ma					
LOUISIANA								
Southern University Baton Rouge 70813						Ma	Ma	
MARYLAND								
Catonsville Community College Catonsville 21228	Ma							
Community College of Baltimore Baltimore 21215					Ma			
University of Maryland College Park 20742			Ma	Ma		Mi	Ma	
MASSACHUSETTS								
Greenfield Community College Greenfield 01301					Ma			
University of Massachusetts Amherst 01002						Ma		

	Adapted Physical Education				Therapeutic Recreation			
	P	B	M	D	P	B	M	D
MICHIGAN								
Central Michigan University Mt. Pleasant 48858							Ma	
Michigan State University East Lansing 48823		Ma	Ma	Ma		Mi	Ma	Ma
* University of Michigan Ann Arbor 48104			Ma				Ma	
MINNESOTA								
Moorhead State College Moorhead 56560		Mi						
University of Minnesota Minneapolis 55455		Ma	Ma	Ma			Ma	Ma
MISSOURI								
University of Missouri Columbia 65201	Mi	Mi	Ma	Ma			Ma	
NEBRASKA								
Nebraska Wesleyan University Lincoln 68508		Mi				Mi		
NEW JERSEY								
Glassboro State College Glassboro 08028	Mi							
Newark State College Newark 07083			Ma					
Trenton State College Trenton 08625		Mi	Mi					
William Patterson College Wayne 07470		Mi						
NEW YORK								
Canisius College Buffalo 14208	Mi	Mi						
Long Island University, Brooklyn Center, Brooklyn 11201			Ma					
New York University New York City 10003		Ma	Ma	Ma		Ma		Ma Ma
Queens College Flushing 11367		Ma						
State University College Brockport 14420			Ma					
State University College Cortland 13045		Mi	Ma				Mi	Ma

	Adapted Physical Education				Therapeutic Recreation			
	P	B	M	D	P	B	M	D
NORTH CAROLINA								
Appalachian State University Boone 28607			Ma					
North Carolina Central University Durham 27707			Ma					
University of North Carolina Chapel Hill 27514							Ma	
University of North Carolina Greensboro 27412		Ma						
NORTH DAKOTA								
University of North Dakota Grand Forks 58201						Mi		
OHIO								
College of Mount St. Joseph Mount St. Joseph 45051		Mi						
Kent State University Kent 44242		Mi				Mi		
Ohio State University Columbus 43210			Ma	Ma				
University of Toledo Toledo 43606		Ma	Ma					
OKLAHOMA								
Oklahoma Baptist University Shawnee 74801		Ma						
Oklahoma State University Stillwater 74074		Ma						
St. Gregory's College Shawnee 74801					Ma			
University of Oklahoma Norman 73069		Ma				Ma		
OREGON								
Lewis & Clark College Portland 97219		Ma	Mi					
University of Oregon Eugene 97403		Ma	Ma	Ma		Ma	Ma	Ma

	Adapted Physical Education				Therapeutic Recreation			
	P	B	M	D	P	B	M	D
PENNSYLVANIA								
California State College Pennsylvania 15419			Ma					
Pennsylvania State University University Park 16802			Ma				Ma	
Slippery Rock State College Slippery Rock 16057			Ma					
Temple University Philadelphia 19122							Ma	
University of Pittsburgh Pittsburgh 15213	Mi	Ma				Ma		
West Chester State College West Chester 19380		Mi						
TENNESSEE								
Covenant College Lookout Mountain 37350		Mi						
* George Peabody College for Teachers Nashville 37203			Ma				Ma	
TEXAS								
Rice University Houston 77001		Mi						
Texas A&M University College Station 77843	Mi	Ma	Mi	Mi				
Texas Woman's University Denton 76204			Ma	Ma			Ma	Ma
University of Texas Austin 78712			Ma	Ma				
University of Texas - Permian Basin Odessa 79760		Ma	Ma					
UTAH								
Brigham Young University Provo 84602			Ma				Ma	
* University of Utah Salt Lake City 84112			Ma	Ma			Ma	Ma
WISCONSIN								
University of Wisconsin La Crosse 54601		Ma	Ma			Ma		

PERSONNEL PREPARATION AND RESEARCH DEMONSTRATION GRANTS IN
PHYSICAL EDUCATION AND RECREATION
Division of Personnel Preparation and Innovation & Development
U.S. Office of Education
Academic Year 75-76

PERSONNEL PREPARATION PROGRAMS AND PROJECT DIRECTORS

Code following each entry indicates major emphasis of that program -- PE-Physical Education; R-Recreation

CALIFORNIA

California State University, Northridge, California 91324 (Jean Tague, Professor, Department of Recreation) -R

California State University, Long Beach 90801 (Daniel D. Arnheim, Professor of Physical Education)-PE

California State University, San Jose 95114 (Paul Brown, Chairman, Department of Recreation and Leisure Studies; Lou Charlotte, Associate Professor)-R

University of California, Berkeley 94720 (G. Lawrence Rarick, Professor, Department of Physical Education)-PE

University of California, Los Angeles 90024 (Jack F. Keogh, Associate Professor, Department of Physical Education)-PE

COLORADO

University of Northern Colorado, Greeley 80631 (Max Shirley, Head, Department of Recreation; John Cogley, Coordinator)-R

CONNECTICUT

University of Connecticut, Storrs 06268 (Hollis F. Fait, Professor, Department of Physical Education)-PE/R

DISTRICT OF COLUMBIA

George Washington University, Washington, D.C. 20052 (James L. Breen, Professor and Chairman, Department of Health, Physical Education, Recreation; Donald Hawkins, Research Professor)-PE/R

FLORIDA

Florida State University, Tallahassee 32306 (Frances Cannon, Chairman, Recreation Curriculum; Jean Mundy, Associate Professor)-R

University of South Florida, Tampa 33620 (Louis Bowers, Chairman, Department of Physical Education; Steve Klesius, Associate Professor)-PE

GEORGIA

University of Georgia, Athens 30601 (Ernest L. Bundschuh, Head, Department of Physical Education)-PE/R (Special Education Department)

HAWAII

University of Hawaii, Honolulu 96822 (James Little, Professor, Health, Physical Education, and Recreation)-PE/R

ILLINOIS

University of Illinois, Champaign 61820 (Joe Bannon, Chairman; Scout Gunn, Coordinator)-R

INDIANA

Indiana State University, Terre Haute 47809 (Jan Stoner, Project Director, Department of Physical Education)-PE

Indiana University, Bloomington 47401 (Evelyn A. Davis, Physical Education for Women)-PE

IOWA

University of Iowa, Iowa City 52240 (John A. Nesbitt, Chairman, Recreation Education Program)-R

KANSAS

University of Kansas, Lawrence 66044 (Jean L. Pyfer, Project Coordinator, Department of Physical Education and Recreation)-PE (Special Education Department)

KENTUCKY

University of Kentucky, Lexington 40506 (Dennis Vinton, Head, Curriculum in Recreation and Parks)-R

MARYLAND

University of Maryland, College Park 20742 (Jerry Fain, Instructor, Physical Eduation, Recreation and Health)-R

MICHIGAN

Michigan State University, East Lansing 48823 (James L. Bristor, Health, Physical Education, and Recreation; Carol Petersen, Coordinator)-R

MISSISSIPPI

University of Southern Mississippi, Hattiesburg 39401 (Walter Cooper, Dean, School of Health, Physical Education and Recreation)-PE/R (Program Assistantance Grant)

MISSOURI

University of Missouri, Columbia 65201 (Leon Johnson, Assistant Professor, Health and Physical Education)-PE/R

NEW YORK

New York University, New York City 10003 (Raymond A. Weiss, Coordinator, Division of Physical Education, Health and Recreation)-PE

New York University, (Washington Square) New York City 10003 (Claudette Lefebvre, Area Director, Recreation and Camping Education; Doris Berryman, Professor, Therapeutic Recreation Research)-R

State University College at Brockport, Brockport 12203 (Joseph P. Winnick, Associate Professor, Physical Education Department; Marty Puthoff and Ron French)-PE

NORTH CAROLINA

North Carolina Central University, Durham 27707 (Leroy T. Walker, Professor and Chairman, Department of Physical Education and Recreation; George Kee, Project Coordinator)-PE

University of North Carolina, Chapel Hill 27514 (Lee Meyer, Project Coordinator; Douglas Sessoms, Director)-R

Appalachian State University, Boone 28607 (Ernest K. Lange, Coordinator, Division of Human Resources; Ben Brooks, Director)-PE

OHIO

Ohio State University, Columbus 43210 (Walter F. Ersing, Assistant Professor, School of Health, Physical Education, and Recreation)-PE

OREGON

University of Oregon, Eugene 97403 (Larry L. Neal, Director, Center of Leisure Studies; Fred Martin, Assistant Professor)-R

PENNSYLVANIA

Pennsylvania State University, University Park 16802 (Dan Kennedy, Coordinator, Therapeutic Recreation Curriculum, Department of Recreation and Parks)-R

Slippery Rock State College, Slippery Rock 16057 (David Auxter, Professor, Department of Physical Education and Recreation)-PE

TENNESSEE

George Peabody College for Teachers, Nashville 37203 (J. Merritt Graves, Department of Health and Physical Education)-PE

TEXAS

Texas Woman's University, Denton 76204 (Claudine Sherrill, Associate Professor, Department of Health, Physical Education, and Recreation)-PE

University of Texas at Austin, Austin 78712 (Alan Dobbins, Director, Department of Physical and Health Education)-PE

UTAH

University of Utah, Salt Lake City 84112 (C.N. Hunter, Dean, School of Physical Education and Recreation)-PE

VIRGINIA

University of Virginia, Charlottesville 22204 (Patrick Bird, Project Director, Master's Training Program in Adapted Physical Education) (Program Assistance Grant)

WISCONSIN

Wisconsin State University at La Crosse, La Crosse 54601 (Lane A. Goodwin, Associate Professor, Department of Physical Education)-PE

SPECIAL PROJECTS

ILLINOIS

University of Illinois, Champaign 61820 (Jerry Kelley, Director; Gary Robb, Project Coordinator, Office of Recreation and Park Resources) Two-year Curriculum in Therapeutic Recreation

IOWA

University of Iowa, Iowa City 52240 (John A. Nesbitt, Chairman, Recreation Education Program; Gordon Howard, Coordinator) National Institute on Community Based Therapeutic Recreation Services

MISSISSIPPI-LOUISIANA

Therapeutic Recreation Consortium, Jackson State, Southern University and A & M and Grambling College -- (Melvin Evans, Chairman, Dept. of Health, Physical Education, and Recreation, Jackson State College, Jackson, Miss.; Clifford Seymour, Southern University and A & M College, Baton Rouge, La.; Pearl Vaughn, Grambling College, Grambling, La.)

PENNSYLVANIA

Temple University, Philadelphia 191.2 (Jerry Jordan, Director) - Process Approach to Competency Based Graduate Curriculum in Therapeutic Recreation

VIRGINIA

National Recreation and Parks Association, 1601 N. Kent Street, Arlington 22209 (Peter Verhoven, Director; Judy Goldstein, Coordinator) Post Masters Consultant Training.

WASHINGTON

YMCA of Southwest Washington, Longview 98632 (Grace Reynolds, Project Director) - Project Aquatics

INNOVATION AND DEVELOPMENT PROJECTS

CALIFORNIA

University of California, Department of Physical Education, Berkeley, California 94720 (G. Lawrence Rarick, Professor)

DISTRICT OF COLUMBIA

Physical Education and Recreation for the Handicapped - Information and Research Utilization Center, American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Julian U. Stein, Director)

Leisure Information Service, 729 Delaware Avenue S.W., Washington, D.C. 20024 (Don Hawkins, Director; William C. Chasey, Principal Investigator)

FLORIDA

University of South Florida, Tampa, Florida 33620 (Louis Bowers, Professor of Physical Education)

KENTUCKY

University of Kentucky, Lexington, Kentucky 40506 (Denis Vinton, Head, Recreation Curriculum)

MARYLAND

Maryland National Capitol Parks and Planning Commission, Special Services Division, Department of Parks and Recreation, 6600 Kennilworth Avenue, Riverdale 20840 (Karen Littman, Director - Associative Learning Through Developmental Play: Providing Life Experiences Through Recreation and Physical Education for Handicapped Pre-School Children)

MICHIGAN

Michigan State University, East Lansing, Michigan 48823 (Janet Wessell, Professor, Physical Education)

NEW YORK

New York University, (Washington Square), New York City 10003 (Doris Berryman, Professor, Recreation)

VIRGINIA

National Recreation and Parks Association, 1601 North Kent Street, Arlington 22209 (Peter Verhoven, Research Manager; Dave Compton, Coordinator -- Career Education Program)

NOTE: Contact listed persons at the college/university or agency in which you are interested for additional information about the program and procedures to follow in applying for admission

BEH STAFF - Bill Hillman, Division of Personnel Preparation, and Mel Appell, Division of Innovation and Development, Physical Education and Recreation, Bureau of Education for the Handicapped, 7th and D Streets, S.W., Washington, D.C. 20202 (tel: 202 245-9491)

SUGGESTIONS FOR FINANCIAL ASSISTANCE

1. Contact the financial aid department of the college or university in which you are interested. They will be familiar with both state and federal programs which offer some financial assistance.

2. Contact State Departments of Education (Division of Special Education) in states in which college or university in which you are interested is located. They should be able to assist you with information about scholarship and/or loan programs in their states. Ask specifically about person to contact at the state department who administers the National Defense Education Act (and/or its replacement) at state and national levels. Don't overlook the Guaranteed Student Loan program.

3. Contact Division of Personnel Preparation, Bureau of Education for the Handicapped, U. S. Department of Health, Education, and Welfare, 7th and D Streets, S. W., Washington, D. C., 20202, for listing of colleges and universities with fellowship opportunities in special education and related areas.

4. Contact civic groups/clubs which often have special scholarship programs. Contact local, state or national affiliates of Rotary, Lions, Civitan, Elks, Jaycees, etc.

5. Check foundations for possibilities. In addition to the Directory of Foundations located in most libraries, IRUC has compiled a listing of Foundations which have an interest in sponsoring programs involving handicapped individuals. In addition some companies and corporations provide assistance. Check local outlets in geographic area of concern for both foundations and corporations.

6. Check with Council for Exceptional Children (1920 Association Drive, Reston, Virginia, 22091). They may know of programs or can refer you to affiliate groups in states in which you are interested.

7. Check with your State Association for Health, Physical Education, and Recreation, and your State Recreation and Park Association or Society.

8. Check with all the different branches within national professional organizations.

9. Explore grants and scholarship possibilities of major organizations concerned with various handicapping conditions--for example, National Easter Seals Society, Epilepsy Foundation of America, National Association for Retarded Citizens.

Note: Explanations for symbols are included in Introduction, vii.

Financial Assistance
Annotated Listing of References

The following annotated listing of references was selected to illustrate the broad spectrum of types of assistance available. It is not intended to be a complete listing but rather to awaken the reader's imagination as to the many possibilities of financial assistance.

1. American Legion Education and Scholarship Program, Americanism and Children and Youth Division. Need a Lift? To Educational Opportunities, Careers, Loans, Scholarships, Employment. Indianapolis, Indiana: the Division (P. O. Box 1055, 46206), 1975. 132 pp. 50 cents (prepaid).

   Sources of career, scholarship and loan information are listed. Information directs students to over $4 billion in scholarships, fellowships, loans and part-time jobs to help finance their education. Details on state educational benefits are included.

+2. Harris, Emily C., editor. OE grants will fund training for teachers of handicapped. Report on Education Research (newsletter), 7(18): 8, August 27, 1975.

   Grants totaling $37.6 million have been received by colleges, universities, states, LEA's, non-profit agencies to train teachers, supervisors, administrators, researchers, teacher educators, and other specialists such as in Physical Education, recreation, and music therapy.

+3. Game Time, Inc. to award research scholarships. Parks and Recreation, 10(10): 6, October 1975.

   Game Time, Inc., a leading manufacturer of institutional outdoor playground equipment, awards tuition support for semester-long research projects in the field of recreation and leisure service. The annual competition is open to students at U. S. and Canadian colleges and universities with recreation studies programs. Four scholarships were awarded for the spring term of 1976. Each scholarship consists of tuition support up to a maximum of $300 per student for an independent, one semester study course of no more than four credits. The course must consist of a research project in one or more of the following areas: sociology of play; psychology of play; play therapy; play equipment utilization; comparative aspects of playground equipment; therapeutic uses of playground equipment; new concepts in play; mobile recreation programs; senior citizens leisure needs; new concepts in playground design. Proposals may be made by both professors and students, but only students may be award recipients.

4. Horkheimer, Foley A., editor. Educator's Guide to Free Health, Physical Education, Recreation Materials. (Eighth Edition.) Randolph, Wisconsin: Educators Progress Service, Inc. (53956), 1975. 520 pp. $10.00.

   Title, source, availability and content are provided for 2518 free materials on health, physical education and recreation. Films, filmstrips, tapes, scripts, transcriptions and other materials are listed.

5. Horkheimer, Mary Foley, and John C. Diffor, editors. Educator's Guide to Free Filmstrips (27th edition). Randolph, Wisconsin: Educators Progress Service, Inc. (53956). 180 pp. $9.25.

Compiled information on 530 titles, including 287 filmstrips, 247 sets of slides and 2 sets of transparencies are listed according to subject matter. Availability, loan terms and ordering procedures are noted. Canadian and Australian availability indices are provided.

6. Missouri campers group provides scholarships. Parks and Recreation,10(9): 6, September 1975.

The Missouri State Campers Association is making its contribution to the professional development of young men and women in the field of recreation and leisure services by providing money for scholarships. This group has contributed $16,000 in the past five years toward a scholarship fund established in memory of Lee Fine, a young man who was Missouri's director of state parks and who died while in the service of his state. The Lee Fine Scholarship is one of eight funds presently a part of the Missouri Park and Recreation Association Scholarship Charitable Trust. Each year the campers association contributes $1,000 to be issued in four $250 scholarships to students enrolled in MPRA-approved recreation curriculums. In addition, it contributes from $500 to $1,000 for investment. Students must be at the junior, senior, or graduate level of study. To date, scholarships totalling $4,500 have been awarded to 20 students.

+7. News focus: APRS selects recipient of women's scholarship. Parks and Recreation, 9(1): 71, January 1974.

This scholarship is designed to encourage women to seek the additional specialized education necessary for advancing within their present positions and the profession. The American Park and Recreation Society first offered the scholarship in 1973.

+8. News focus: Aquatic scholarships are now available. Parks and Recreation, 11(3): 2, March 1976.

The growth of aquatic programs, services, and facilities has increased the need for trained, well-qualified personnel. To help meet this need the Council for National Cooperation in Aquatics offers ten $100 aquatic scholarships. Five of the ten have been awarded to the National Recreation and Park Association. Persons interested in being considered for one of these aquatic scholarships should contact NRPA's staff liason Bob Artz at the National Recreation and Park Association, 1601 North Kent Street Arlington, Virginia, 22209, 703-525-0606.

9. News focus: recreation department offers scholarships. Parks and Recreation, 11(3): 6, March 1976.

The North Las Vegas, Nevada, Recreation Department is offering undergraduate and graduate scholarships for the 1976 summer session in recreation education at the bachelor's, master's and doctoral levels. Stipends range from $1,154.24 to $1,619.20. Applicants are required to provide program development in more

than one field and should be prepared to conduct special event programs. For more information contact Barbara Tyson, Recreation Supervisor, 1638 North Bruce Street, North Las Vegas, Nevada, 89030.

+10. News Release: HEW News (Office of Education), Monday, September 15, 1975.

Details the funding provided by HEW's Office of Education in fiscal 1975 to improve educational opportunities for the handicapped. Teacher training, grants to states, regional centers for the handicapped were all funded--news release elaborates on exact amounts.

+11. 1976 Grants, Awards and Stipends. Washington, D. C.: Epilepsy Foundation of America Research and Training Institute (1828 L Street, N. W., 20036).

Describes awards offered each year to qualified professionals, students, and others who may want to explore a neurological disorder that affects four million Americans. Research grants, training grants and fellowships awarded by the Epilepsy Foundation of America's Research and Training Institute are detailed in this announcement.

12. Proia, Nicholas C., and Vincent M. Digaspari. Barron's Handbook of American College Financial Aid (Revised). Woodbury, New York: Barron's Educational Series, Inc. (113 Crossways Park Drive, 11797), 1974. 508 pp. $6.95.

Intended for prospective transfer students, high school seniors, their parents and guidance counselors, this handbook provides data on financial aid programs in over 1400 four-year private and public colleges. Information is also presented on college selection, factors to consider in determining college costs, financial aid "packages," types and conditions of grants and loans, how to obtain application forms, and when to apply for financial aid.

13. Suchar, Elizabeth W. Guide to Financial Aid for Students and Parents. College Entrance Examination Board. New York, New York: Simon and Schuster, Inc., Reference, Technical and Review Book Division (One West 39th Street, 10018), 1975. 245 pp. $4.95 (paper).

Information on every major financial aid source in the country is presented. Basic Educational Opportunity Grant Program, financial aid from states, Guaranteed Student Loan Program, special-purpose programs and local financial aid are covered. Listing of U. S. colleges and universities with their current tuition, fees and other expenses is provided.

14. Wittich, Walter A. Educator's Guide to Free Tapes, Scripts, Transcriptions (Twenty-second Edition). Randolph, Wisconsin: Educators Progress Service, Inc. (53956), 1975. 254 pp. $9.50.

Information on source, availability and content of 516 free audiotapes and cassettes, 196 videotapes and cassettes, 18 scripts, and 229 audiodiscs is presented. Canadian and Australian availability indices are also provided.

EMPLOYMENT OF PERSONS WITH HANDICAPPING CONDITIONS IN PHYSICAL EDUCATION, RECREATION AND RELATED AREAS

Introduction

Recreation and physical education programs can fulfill leisure time needs of persons with handicapping conditions, but they alone should not be represented as meeting all of the intellectual, social, physical, and emotional needs of all such persons. People need to feel useful; to make a contribution to life. More jobs and opportunities to give, create, produce, and experience the mainstream of life must be created. Although times and lifestyles are changing, the United States is still a work-oriented society. Having a job can mean status in the community, money to live on and spend as one chooses, and feelings of self-respect, self-confidence, and self-worth. If mainstreaming, or integration of impaired, disabled, and handicapped persons is to be achieved, it will have to be carried out in all aspects of life and not merely in academic or leisure settings.

Economic Concerns is one of the five major topic areas to be discussed at the White House Conference on Handicapped Individuals to be held May 25-29, 1977 at the Washington Hilton Hotel. Subtopics under this general heading are "Employment and the Handicapped" and "Economic Impact on the Handicapped." State conferences to be held prior to the national conference will provide opportunities to deal with specific problems and the real priorities of the people in each state.

Section 503 of the Rehabilitation Act of 1973 requires that contractors and subcontractors who do at least $2500 worth of work for the federal government cannot discriminate against disabled people, and must make efforts to include qualified disabled people in their companies. Section 504 of the Act requires that anyone having a federal grant must establish a program of non-discrimination in the administration of its program. This section can have far-reaching effects applying to schools, colleges, hospitals, nursing homes, and other institutions and organizations.

The Committee on Recreation and Leisure, President's Committee on Employment of the Handicapped includes representatives of the National Recreation and Park Association, six of its branches, and the American Alliance for Health, Physical Education, and Recreation. The National Recreation and Park Association and the American Alliance for Health, Physical Education, and Recreation have adopted policies that promote equal employment opportunities for persons with handicapping conditions in the recreation and park professions.

Affirmative action may be one solution, but many more are needed. Attitudinal as well as architectural barriers must be eliminated. According to Albert T. Pimentel, President, American Coalition of Citizens with Disabilities, "Affirmative action for the handicapped will only be a nice sounding phrase until it is backed up with sufficient concrete action."[1]

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[1] Albert T. Pimentel. "Speaking Out." Performance. 26:1-2; July/August 1974. p.4.

Note: Explanations for symbols are included in introduction, vii.

Employment of Persons with Handicapping Conditions in Physical Education and Recreation
Annotated Listing of References

41. American Foundation for the Blind. Visually Handicapped Workers in Recreation Services: Guidelines for Selection, Training, Placement. New York, New York: the Foundation (15 West Sixteenth Street, 10011), 1969.

This pamphlet offers a rationale for employment of visually handicapped persons in the field of recreation. Criteria for selection, training, and placement of visually impaired personnel are presented along with job summary notes and visual requirements of four categories of employment opportunities in the recreation field. Development of a working relationship between those in the recreation field and rehabilitation agencies is recommended.

2. Ashcroft, S. C.; R. K. Harley; and V. Hart. Development of leadership personnel in visually handicapped. Education for the Visually Handicapped, 3(4): 109-110, December 1971.

Reports topics discussed and general views expressed at a short-term study institute. The need for programs at the advanced graduate level to develop well-qualified professionals is stressed. Special accreditation procedures are not recommended. Six follow-up steps worth examining are outlined: (a) teacher education programs at the undergraduate and master's degree levels, (b) a study of personnel needs, (c) development of cross-category short-term study institutes, (d) cooperative programmatic research, (e) interinstitutional staff exchanges, and (f) use of program consultant teams.

3. Brolin, Donn E. Vocational Preparation of Retarded Citizens. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976. 312 pp. $13.95.

In the chapter on job placement and follow-up the author contends that while these areas may be the most important components of the vocational preparation process, they are probably the least well conceived and attended to activities in this process. Examples of the kinds of jobs mentally handicapped persons can perform are presented along with sources of occupational information.

4. Dunn, Diana R., editor. Guidelines for Action-Developing Opportunities for the Handicapped in Recreation, Parks and Leisure Services. Washington, D.C.: National Recreation and Park Association, 1971.

Describes a project designed to provide forums for development of guidelines to stimulate recruitment, education, training, and employment of handicapped individuals in the recreation and park field and individuals to provide manpower for recreation and park programs and services for special populations. One planning session, seven workshops, and one evaluation session were organized and convened during the project period. Workshop trainees were selected according to these key criteria: multidisciplinary, interprofessional and geographical diversity. Recommendations were made in the areas of Advocacy, Recruitment, Education, Employment, Services, Public Policy, and Research and demonstration.

5. Hawkins, Donald E., and Peter J. Verhoven. Utilization of Disadvantaged Workers in Public Park and Recreation Services. Washington, D. C.: American Association for Health, Physical Education, and Recreation, and National Recreation and Park Association, 1974.

+6. If You're an Employer in the Recreation, Parks, Leisure, or Cultural Services Fields, Then There are Some Facts you Should Know about Hiring the Handicapped. Washington, D. C.: U. S. President's Committee on Employment of the Handicapped.

+6. Mann, Lester, and Martin Nayowith. Their hands are made for helping: recreation aide and associate program at Buttonwood Farms. Challenge (newsletter), 5(4): 8-9, March-April 1970.

Moderately and severely mentally retarded adolescents and adults are being trained to work in recreation and rehabilitation programs. This recreation aide and associate program intensively trains participants for eight weeks during the summer in tasks commensurate with their abilities. Jobs await these trainees in rest homes, institutions and similar facilities. The program engenders self-sufficiency in graduates and helps alleviate the labor shortage in service professions.

+8. Nayowith, Martin H. A proposal for training educable mentally retarded adolescents and youth for roles as physical education, recreation aides and associates. American Corrective Therapy Journal, 24(4): 115-117, July-August 1970.

Discusses the potential labor force among mentally retarded persons of both higher and lower ability. Describes Buttonwood Farms program which trains moderately and severely mentally retarded youths and adults to work in recreation and rehabilitation. Participants in the eight-week training program are reimbursed for assisting staff in daily activities associated with the treatment of handicapped children. Upon graduation they seek service type jobs in rest homes and mental as well as other types of hospitals.

+9. Performance. A publication of the President's Committee on Employment of the Handicapped.

This nationally distributed magazine is designed to report progress in the nationwide program to provide employment opportunities for all handicapped workers, to keep Governors' and community committees informed of new promotional and educational activities, and to provide all readers with up-to-date general information concerning latest developments in the fields of rehabilitation and placement of the disabled.

10. President's Committee on Employment of the Handicapped. Affirmative Action to Employ Handicapped People. Washington, D. C.: the Committee (1111 Twentieth Street, N. W., 20010), n.d. 8 pp.

This leaflet provides information on how Section 503 of the Rehabilitation Act of 1973 affects employers and protects job seekers and employees. The law on federal contracts is designed to open up more employment opportunities

for qualified physically and mentally impaired, disabled, or handicapped people and to eliminate job discrimination based on physical or mental handicapping conditions. Presented are the definition of and need for affirmative action as well as the requirements of the law. Aspects such as applicability, certification, and enforcement are dealt with in a question and answer format. A list of Regional Offices and Assistant Regional Administration of the U. S. Department of Labor is also included.

11. Retarded assist in reforestation project. New Directions, 5(6), June 1975. (Newsletter of the National Association of Coordinators of State Programs for the Mentally Retarded.)

Brief article tells of Interstate Paper Corporation's employment of mentally retarded citizens in a reforestation project in coastal Georgia.

12. U. S. Office of Education, Bureau of Education for the Handicapped. Selected Career Education Programs for the Handicapped. Washington, D.C.: the Bureau, 1972.

A listing and description of career education programs for the handicapped conducted in 39 states and Puerto Rico.

ADDENDUM

+1. DiMichael, Salvatore G. The director's column: the right to work for the handicapped: part 1. ICD News (newsletter), 12(1):10-11, 1976. (Paper delivered at annual convention of the National Catholic Education Association, Division of Special Education, April 3, 1975. Copies of the entire paper are available upon request)

Recent advances in legislation recognize the rights of persons with handicapping conditions, but a gap in public understanding still exists. This is the first part of a paper reappraising the right of handicapped people to work in mainstream jobs. Employment stereotypes are discussed as are the values of work and reasons why people work.

2. Dunn, Diana. A Multidisciplinary Approach for Stimulating New Careers in Recreation and Parks for the Handicapped. Washington, D.C.: National Recreation and Park Association (1601 North Kent Street, Arlington, Virginia 22209), n.d.

Describes proposed project designed to stimulate awareness of the untapped source of potential manpower existing in the population of persons with handicapping conditions. Guidelines for the development of (a) new career opportunities for the handicapped, and (b) new career opportunities in rehabilitation in the recreation and park field will be written.

3. Webb, Robert L., editor. Quads'employment experiences published. Paraplegia News, 29 (330): 39, March 1976.

Announces publication of the 1975 issue (Volume XVIII) of Rehabilitation Gazette, which features a compilation of the employment experiences of 101 quadriplegics.

INSERVICE TRAINING

Introduction

Professional preparation, inservice, orientation, pre-service, and other training activities, projects, and programs have been successfully sponsored by college/universities/community colleges/junior colleges, public and private schools, residential facilities, day care/activity/early childhood education centers, mental health/mental retardation boards, camps, recreation departments, park boards, state departments of education, and civic/service/volunteer/parent groups/organizations/agencies/associations. The following examples should be viewed in terms of approaches, methods, and procedures that have been successful in given situations, for certain individuals, and under specific circumstances and not interpreted as models to be used in toto in other situations, by different individuals, and under another set of circumstances. These are presented as representative examples and points of demarcation for state teams as each plans strategies most appropirate for follow up to meet its specific and unique needs:

- Special one, two, or three day workshops/seminars/institutes/clinics have been held in every state and sponsored by every conceivable group; activities with planned interagency and multidisciplinary cooperation have been very successful.

- Sessions about adapted physical education have been a part of existing and regularly scheduled inservice and release time (Ohio; Kentucky; Alexandria, Virginia; Savannah, Georgia); present economy, travel complications, difficulty in getting time off, administrative restrictions, and education association/union positions made participation in workshops increasingly difficult except during scheduled inservice and release time.

- Themes of state conventions, conferences, and meetings have dealt with programs for impaired, disabled, and handicapped persons (Minnesota AHPER, Washington CEC, Oklahoma CEC, Missouri AHPER, Pennsylvania ARC); all involved association structures and substructures hold program sessions on this topic. Special pre-conference/convention workshops on general or specific aspects of adapted physical education and/or programs for handicapped have been successful (before AAHPER Convention in Seattle).

- Barn-storming or mobile workshops have been successful in several states where an individual or team conducts one-day drive-in workshops in population centers throughout the state (Hawaii, Mississippi, Puerto Rico, Wisconsin). Special mobile units in physical education and recreation for mentally retarded persons and those with various handicapping conditions have been sponsored by Kentucky and Oklahoma Associations for Retarded Citizens. Services have included short term workshops in communities, at schools, for residential facilities and day care/activity centers, at college and universities, and for other interested groups. Special vans also serve as mobile resource centers with books, reprints of articles, pamphlets, brochures, equipment, supplies, special information sheets, and other physical education and recreation program materials.

- General and program sessions as well as special conferences on physical education have been sponsored by Associations for Retarded Children (Oklahoma, Texas, Kansas, South Dakota); Associations for Children With Learning Disabilities (Texas, Virginia, California); Councils for Exceptional Children (Oklahoma, Kentucky, Florida, West Virginia); Easter Seal Societies for Crippled Children and Adults (Massachusetts, Minnesota) and similar organizations. Several state departments of education through special education divisions have conducted programs devoted to physical education and/or recreation (Wisconsin, New Jersey, Pennsylvania, Minnesota) or general workshops dealing with specific populations in which physical activities, motor development, and related areas received a great deal of emphasis (North Carolina, Georgia, Wisconsin).

- AAHPER Perceptual-Motor Task Force sponsored a national perceptual-motor conference (Cincinnati, Ohio) and two regional follow-up programs (Reno, Nevada; Clearwater, Florida). This is another pattern that incorporates a multiplier or spin-off effect to bring programs closer to grass roots personnel. Regional approaches in which several states work together in programs also have much to offer (Rhode Island Elementary Physical Education Workshop, President's Council on Physical Fitness and Sports format). Project Aquatics has also utilized this concept and these procedures.

- Colleges, universities, community colleges, and junior colleges sponsor special workshops and programs for credit during school year as well as during interim and summer terms and through continuing education divisions (Louisiana State University at New Orleans, North Dakota State University, University of Southern Mississippi, University of Colorado, Indiana State University). Administrative patterns have included regular schedules as well as consecutive days and successive Saturdays. Inservice and/or college credit should be given careful consideration since states and local school systems are requiring more frequent participation in credit activities for salary increments, recertification, and personal development. Programs for paraprofessionals, activity specialists, and aides also need to be considered and planned especially in terms of role of community and junior colleges (Meridian, Mississippi).

- Coordinated efforts within, between, and among the six AAHPER geographic areas have been established through coordinators in each of the Districts. Workshops (Eastern District) and special convention programs (Southern District) have been implemented through joint efforts of these coordinators in cooperation with staff of the Unit on Programs for the Handicapped and IRUC. Similar coordinators and liaisons have been established in several states to improve two way communication among national, regional/district, state, and local levels.

- Three regions of the country have organized groups to promote coordinated action and activity in dealing with specific educational problems--Southern Regional Education Board (SREB), Western Interstates Commission on Higher Education (WICHE), and New England States Commission on Higher Education (NECHE); all list professional preparation programs and training projects high on their lists of priorities. SREB, The Joseph P. Kennedy Jr. Foundation, and AAHPER worked together on a physical education seminar series in which

teams of physical education and special educators from 15 southern states participated. State Departments of Education, Mental Retardation Planning Boards and colleges/universities were represented. About 75 workshops were conducted as follow-up and implementation of individual state plans developed during the seminar series.

- Bureau of Education for the Handicapped (BEH) sponsored five workshops in early fall 1971 to identify training needs and develop plans to meet these needs in each state. State teams consisted of one representative from each area--physical education, recreation, special education.

- Other federal programs provide funds for training activities and projects (National Institute of Mental Health; Social Rehabilitation Services, Office of Education) while still others administer programs that have indirect implication and application to this aspect of programs for handicapped (Bureau of Outdoor Recreation, National Forest Service). Coordinators of specific plans for systmatic attack upon physical education, recreation, and related needs should consider existing state plans developed under various legislative authorities (Comprehensive Mental Retardation Plans, Comprehensive Mental Health Plans, Developmental Disabilities Act, Outdoor Recreation Plans) and special projects (Bureau of Education for the Handicapped, SREB/Kennedy Foundation/AAHPER Seminar Series).

- Some public school systems (Prince Georges County, Maryland; Los Angeles County, California) have excellent inservice programs for special educators and physical education teachers responsible for special groups and classes. A special physical education supervisor who works exclusively with these groups provides printed resources, audiovisual materials and other sources, does demonstration teaching, conducts regular release time inservice programs in which teachers participate in a variety of activities and helps staff with special problems.

- Many colleges and universities (University of Maryland, University of Texas, University of South Florida) and parent associations (Northern Virginia Association for Children with Learning Disabilities, Dallas Association for Retarded Children) sponsor or cosponsor developmental clinics to serve children with physical and motor problems associated with another condition, and to provide practical experiences for students in specific curricula and courses as well as opportunities for student volunteers.

- Some funded programs (Iowa State University under Title I of Higher Education Act) have included workshops for personnel involved in various aspects of programs for impaired, disabled, and handicapped and follow-up consultive services to workshop participants.

- Meetings sponsored by Texas Association for Retarded Children (funded under Developmental Disabilities Act) brought together representatives of (1) colleges and universities, (2) public education, (3) mental health/mental retardation boards, (4) service/civic/volunteer/parent groups, and (5) community recreation departments and park boards to improve communication, find more and better ways to work together, and develop a coordinated and unified state plan based on interagency and multidisciplinary action and

activities to meet needs of impaired, disabled, and handicapped through physical education, recreation, camping, and related programs. Training and professional preparation programs and activities were major considerations in these deliberations and are to receive high priority in follow-up projects and future meetings.

- Mental health/mental retardation boards or commissions sponsor programs on physical education, recreation, and related areas on a statewide basis (Arkansas, Texas, South Carolina) or at individual residential facilities, children's colonies, or day care/community service/activity/early childhood education centers (Arkansas, Minnesota, Kansas, Mississippi, New York, Ohio). Rehabilitation centers (Hot Springs, Arkansas), hospital schools (University Hospital School, Iowa City, Iowa), children's rehabilitation centers (University of Virginia Hospital, Charlottesville, Virginia), and special recreation centers (Recreation Center for the Handicapped, San Francisco, California) are also much involved in special training programs and inservice projects that are open and available to a variety of interested persons.

- Area Learning Resource Centers (ALRC's) and Regional Resource Centers (RRC's) are responsible for sponsoring and conducting a variety of training activities. These national networks can serve as means to teach special educators, physical educators, recreation specialists, administrators, supervisors, and others interested and involved in physical and motor activities for education, training, habilitation, and rehabilitation programs for impaired, disabled, and handicapped.

- Funds from Divisions of Special Education have been used to produce, process, and print special publications in physical education as well as for specific training activities (Pennsylvania, Wisconsin, Georgia, North Carolina); physical education funds have been used for these purposes in some states (California, Pennsylvania, Minnesota, Colorado). A special 17 program television series on adapted physical education was developed in Pennsylvania.

In addition to exploring listed and other models and strategies of the type presented, recognition and utilization of what has transpired previously in regions, states, and localities are necessary to avoid unnecessary duplication of effort, rediscovery of the wheel, and to insure steady and continued progress. Emphasis of and procedures for regional leadership development institutes and state follow up programs are:

(1) maintain continuity from national through regional to state and local levels,

(2) utilize resources and experience of a national association in a catalytic role,

(3) insure active and continual consumer involvement,

(4) facilitate state and local level mobilization which previous experience has shown is the key for success and impact of training, inservice, and related programs and activities,

(5) promote multiagency, interdisciplinary efforts and activities to minimize unnecessary and unwarranted duplication of effort, and

(6) utilize as a spring board and point of demarcation existing information, materials, and resources as applicable to and appropriate for each state.

Regional leadership development institutes and state follow-up programs are to focus on whys, whats, wheres, whens, whos, and hows of mainstreaming as related and applied to physical education. Basic goals of the project include (1) contribute to growth, development, health, happiness, and quality of life of impaired, disabled, and handicapped children and youth by stimulating more and better opportunities to participate in public school physical education and community recreation programs and activities, (2) increase understanding, knowledge, and competence of public school physical education teachers, special education personnel, administrators, supervisors, classroom teachers, and others directly involved in educational programs for impaired, disabled, and handicapped persons so that these personnel are more willing and better able to initiate, improve, and expand opportunities in physical education and recreation for these populations, and (3) improve awareness and understanding of the general population and lay public regarding role and importance of active participation in physical, recreation, and related activities by these special populations. Sub-components designed to implement projects goals include (1) development of appropriate materials in areas of concern, (2) review and evaluation of materials through a special consumer conference, (3) regional leadership development institutes, and (4) state follow-up programs. Priority states in one region are to participate in both regional and state programs during the first year; other states without BEH Training Projects and/or which surveys indicate low levels of program activity are to be a part during the second year; and nonpriority states during the third year. Project is designed to maintain contact and continue involvement of all states through monitor, follow-up and evaluation activities after their regional institute and initial state follow up. Activities are interlocked so that one activity leads smoothly to the next. Extensive evaluation model is presented including procedure by which one subcomponent is evaluated by participants and outcomes of next stage of the project. The project is structured so that programs and activities can be continued after termination of this project.

Note: Explanations for symbols are included in Introduction, vii.

Annotated Listing of References

1. Daily, Rebecca F. Workshops that work SEIMC/RMC inservice training. Teaching Exceptional Children, 4(2): 71-73, Winter 1972.

   An overview of three teacher training programs developed by the Special Education Instructional Materials Center/Regional Media Center Network.

*2. Garove, William E., and others. The Development of Inservice Programs for Leadership Personnel Employed in Residential Institutions for the Mentally Retarded. Final report. Pittsburgh, Pennsylvania: Pittsburgh University School of Education. ED 050507.

   The purpose of the project was to develop a reality-based simulator with training materials as one component of preservice and inservice training programs for persons in leadership positions in public residential institutions for the mentally handicapped. In order to identify the responsibilities and problems of leadership personnel, site visits, consultations, and personal interviews were conducted. The problems identified concerned medical staff, personnel management, department heads, business management, physical plant, patients, community relations, policies and regulations, and nursing staff. A simulated institution was designed from reality based incidents gathered from interviews in state schools and hospitals for the mentally handicapped. The development of preservice and inservice training exercises to implement the simulator was still in the planning stage at the time the report was written. An assessment of the reliability of the simulator through pilot investigations was also planned. A review of literature and a feasibility study conducted at the beginning of the project led the researchers to believe such a simulated program can provide a vehicle for experimentation and research to produce meaningful changes in the management of real institutions for the mentally handicapped.

*3. Hatch, Modesta, et al. Guide for Training Recreation Leaders in Constructive and Creative Activities for the Mentally Retarded: Inservice Training Manual. Buckley, Washington: Rainier State School, n.d. ED 011716.

   Developed as a guide for recreation leaders and volunteers working with the mentally handicapped, this booklet presents guidelines and specific activities for physical conditioning and social-recreational activities. Recreational theories and their application to the mentally handicapped are presented. Directions are given for physical exercises, ball and bean bag games, musical and singing games, and fingerplays. The bibliography contains over 66 items.

4. Kraus, Richard G., and Barbara J. Bates. Recreation Leadership and Supervision: Guidelines for Professional Development. Philadelphia, Pennsylvania: W. B. Saunders Company, 1975.

   Chapter 7, "Staff Development: orientation, inservice training, and evaluation," presents guidelines for inservice training. Various types of inservice programs are noted, and examples of specific training programs are presented.

5. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center. Making Workshops Work in Physical Education and Recreation for Special Populations. Washington, D. C.: the Center. (Project 447AH50022, Bureau of Education for the Handicapped, U. S. Office of Education, HEW), March 1976. $2.25.

Specific and detailed information is presented in this guide to assist planners of workshops dealing with physical education, recreation and related areas for impaired, disabled, and handicapped persons. Basic considerations on purposes of workshops, choosing planners and identifying workshop participants, location, and financing are covered initially. The majority of the guide is devoted to the following planning considerations: program, format, publicity, facilities, equipment and materials, personnel and speakers, exhibits, registration, and evaluation. Each planning consideration is treated in detail in terms of work to be done before, during, and after the workshop. Types of formats presented include lecture/address, small group buzz session, demonstration/participation session, visitations, panels, happenings, an hour with, student session, drop-in center, film center, materials center, and closing session; sample workshop time schedules for one-day, one-and-one-half-day, and two-day programs, as well as an actual workshop progression, are given. Sample workshop planning chart, equipment planning chart, and evaluation forms have been included in the guide; all of these charts and forms were used in various workshops around the country.

+6. Timmons, Lois. There isn't any wine--a commentary on inservice training. Therapeutic Recreation Journal, 2(4): 8-12, Fourth Quarter 1968.

Recommends three aspects of inservice training. Teaching activity skills (sports, dance, music, drama, officiating, aquatics, etc.) must be the first emphasis. Methods of working with groups is the second necessary area of training. The final aspect of inservice training, maturity, is a lifetime quest of the employee.

7. U. S. Department of Health, Education and Welfare, Office of Education. The Roving Recreation Leader Training Guide: An Inservice Training Source for Inner-City Youth Services Personnel. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1971. Catalog No. HE 5.287:87055.

This guide provides a nine-unit training program to be conducted over a 16-hour time period. It is designed to train qualified leaders, which includes indigenous leaders from the economically, socially and educationally deprived communities.

+8. Zingale, Don. Theory into practice: an inservice approach. Journal of Physical Education and Recreation, 46(9): 31-32, November/December 1975.

Describes a program for teacher training institutions that can help bridge the gap between theory and practice. The teacher training institution is seen as both an educational and a community service. Research-oriented specialists are called upon to transform important research findings into applicable formats for students, faculty, and local public school teachers.

ADDENDUM

1. Project ACTIVE Technical Report #11. Oakhurst, New Jersey: Township of Ocean School District (Dow Avenue, 17155), 1974. 7 pp.

   Project ACTIVE (All Children Totally InVolved Exercising) is a program of training teachers to provide an individually prescribed physical education program for handicapped children. Teacher training consists of learning 25 competencies via a 40-hour in-service program involving teachers in practicum experiences with children evidencing a variety of handicapping conditions. Pupils are provided a four-step individualized physical activity program commensurate with their needs which involves testing, assessment, prescription, and evaluation. This report describes Project ACTIVE in terms of goals, evidence of need for program, context, costs, and evidence of effectiveness. Presented in detail is the evaluation strategy designed to determine effectiveness of the project.

2. Reynolds, Grace, compiler. Project Aquatics Workshops. Longview, Washington: Project Aquatics, YMCA of Southwest Washington, (P.O. Box 698, 98632), (HEW Project #H00395P) 1975. 150 pp.

   Project Aquatics provides a regional and national approach to train "top teams" to mobilize personnel and groups in their respective states. These groups will, in turn, develop, promote, and implement aquatic programs for those with special needs throughout their states. This manual contains agenda and proceedings from two Project Aquatics Workshops (November 8-10, 1975, in Seattle, Washington, and November 12-14, 1975, in Columbia, Missouri). Subjects covered include the state of the art, organization and administration of aquatic programs for the handicapped, program safety, pool demonstration activities, and pool and aquatic facilities for impaired and disabled persons. Programs in YMCA's, colleges and the Red Cross are described. Project Aquatics State Plan guidelines and a list of films and where to order them are provided.

VOLUNTEERS

Introduction

The organized recreation and park movement was begun by volunteer leadership. Voluntary contributions supported the Playground and Recreation Association of America, a service organization which stood on the front lines of community recreation development for over fifty years as the National Recreation Association. Voluntary youth-serving agencies such as the Boy Scouts of America, Girl Scouts, and Camp Fire Girls have played an important role in the organized recreation movement. The neighborhood center concept started with the establishment of settlement houses in urban slums by wealthy philanthropists and social reformers. Although early emphasis in leisure services focused on programs for the urban poor, the movement soon outgrew its social work image. Nevertheless, volunteer organizations, support, and personnel continued to provide invaluable service to the recreation field.

Although there exists a relative abundance of information on the subject of volunteers, this type of material is generally in the form of on-the-job or in-service training for the volunteer. Descriptions of successful volunteer programs abound. Except for descriptions of programs using college students as volunteers in their major areas of study, little information on working with volunteers has come from the college or university. In view of the current tightening of the budgetary belt in all areas of recreation and leisure services, and the volunteer's potential contribution to such programs, a course on selection, training and supervision of volunteers could well be incorporated into either graduate or undergraduate professional programs in recreation. Staff shortages in institutional settings make proper recruitment and utilization of volunteers even more important in providing recreation services.

A brief article in the December 1975 Parks and Recreation described a partnership in which a California advertising firm has volunteered its consulting services to a local park district. Although this example concerns a park district with a program of land acquisition, this type of voluntary service could also be utilized by community recreation agencies concerned with special populations. Rather than being of direct benefit to a consumer, it is of primary benefit to the recreation program, department, or agency. Thus the recreation department is placed in the receiving or consumer role instead of its traditional role as trainer and supervisor of volunteers. This relationship need not be considered charity, for in this example as in the traditional model of volunteerism, both volunteer, consumer, and community stand to gain. The recreation program or agency receives the benefit of an "outsider's" insight and services which it might not otherwise be able to afford. The service-providing business or agency benefits from increased public exposure, and the community is provided with better service.

Note: Explanations for symbols are included in Introduction, vii.

Annotated Listing of References

1. ACTION Recruiting Office. One Decade of Love: Foster Grandparent Program. Washington, D. C.: ACTION (812 Connecticut Avenue, N. W., 20525), 1975. 8 pp. Free (single copy).

   This brochure details the Foster Grandparent Program which involves senior citizen volunteers in a variety of services. Benefits to participating adults and children are described.

+2. Crawford, Robert W. How to get and keep volunteers. Parks and Recreation, 10(12): 15-16,46-48, December 1975.

   The need for volunteers in recreation and park departments is discussed. Volunteer services in the areas of Recreation Advisory Councils, athletic programs, cultural services and special programs are described. A day camp for mentally retarded and physically handicapped adults operates year round. Many of the volunteers there are also handicapped.

3. Cytryn, Leon, and Audrey Vihlein. Training of volunteers in the field of retardation--an experiment. American Journal of Orthopsychiatry, 35(3): 493-499, 1965.

+4. Davis, John E. Voluntarism as a dynamic facet in the administration of rehabilitation. American Corrective Therapy Journal, 26(6): 170-173, November-December 1972.

   Author contends that voluntarism could be a valuable addition to the service armamentarium of the corrective therapist. Describes project designed to explore ways in which volunteers can be used in public tax-supported social and rehabilitation service agencies, and to explore some of the ways in which clients being helped by volunteers can contribute to the service as a volunteer. A strong volunteer supportive service can aid the therapist in overcoming manpower shortages, and in orienting the public as to the potential of his disciplines to meet unmet needs in the community.

+5. FGP's foster love, happiness. DISRS News and Views (Oklahoma Department of Institutions, Social and Rehabilitative Services newsletter), 23(9-10): 8-9, October 1975.

   Describes the Foster Grandparent Program (FGP) which celebrated its tenth anniversary in September 1975. Although most of the article is about FGP in Oklahoma, much is nationally applicable.

+6. Fredericks, H. Bud; Victor L. Baldwin; Wayne Hanson; and Phyllis Fontana. Structure your volunteers. Education and Training of the Mentally Retarded, 7(1): 26-31, February 1972.

   Presents a method which permits teachers to utilize volunteers to conduct programed instruction in either a preschool setting or other settings for severely handicapped children. A simplified method of teaching behavior modification methods is described as well as a method of providing programs

for the volunteers to follow. The model has been successfully utilized in a number of classes for preschool multiple handicapped as well as trainable mentally retarded classes.

7. Gersten, Jerome W. Effectiveness of aides in a perceptual motor training program for children with learning disabilities. Archives of Physical Medicine and Rehabilitation, 56(3): 104-110, March 1975.

Learning disabled children were given a program including gross and fine motor coordination, language, art, dance, music, and perceptual training. After treatment by a variety of therapists, half the children were treated by two non-professional aides. At the end of 4 to 7 months, both groups improved significantly, with no differences found between the two groups. The aide program was advantageous, since it was 22% lower in cost than the therapist program after the first year.

+8. Graham, Earl C. (librarian). A Bookshelf for Volunteer Workers. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults (2023 West Ogden Avenue, 60612), 1973.

Books and pamphlets listed in this bibliography may be of interest to volunteers working with Easter Seal Societies. Materials are grouped under the following headings: Background Information on Rehabilitation and the Handicapped, General Information on Voluntarism, Information for Board Members, Volunteer Services, Retired Persons as Volunteers, Youth as Volunteers, and Suggested Periodicals.

+9. Hillman, William A., editor. Editorial: the volunteer and therapeutic recreation service. Therapeutic Recreation Journal, 5(1): 2,42, First Quarter, 1971.

Discusses the need to scrutinize and put into perspective the role of the volunteer in therapeutic recreational service. Emphasizes indispensibility of therapeutic recreation specialist to organization and management of volunteer services in the recreation program.

10. Kraus, Richard, and Barbara J. Bates. The recreation volunteer. Recreation Leadership and Supervision: Guidelines for Professional Development. Philadelphia, Pennsylvania: W. B. Saunders Company (West Washington Square, 19105), 1975. pp. 333-344.

Discussed are such topics as roles and values of volunteer leaders, as well as their recruitment, selection, training and placement. Suggestions for supervision, evaluation and recognition of volunteers are also given.

11. Kreitzer, S. F. The therapeutic use of volunteer students. Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents and Teachers. Edited by Bernard F. Guerney, Jr. New York, New York: Holt, Reinhart and Winston, 1969.

12. Levin, Stanley. Volunteers in Rehabilitation. Volumes 1-12. Washington D.C.: Goodwill Industries of America, Inc. (Attention: Central Services, 9200 Wisconsin Avenue, 20014). $10.00 per set.

Prepared by Goodwill Industries as part of a Federal research and demonstration grant, the series of 12 handbooks is designed to assist with the organization and administration of volunteer programs in rehabilitation facilities serving handicapped and disadvantaged persons. The handbooks, ranging in length from 20 to 60 pages, cover various aspects of volunteering: Why Involve Volunteers, How Volunteers Can Help, How to Organize a Volunteer Program, How to Administer a Volunteer Program, How to Recruit Volunteers, How to Interview and Place Volunteers, How to Prepare Volunteers to Help, How to Supervise and Evaluate Volunteers, How to Motivate Volunteers, How to Incorporate Group Volunteering, How to Assure Responsible Volunteering, and Catalog of Resources. The resource compilation includes: available services and addresses of agencies and organizations, publications, annotated bibliography of selected literature, and audiovisual materials.

+13. Levin, Stanley, Robert J. Griggs, and C. Esco Obermann. The State of the Art of Volunteering in Rehabilitation Facilities. Washington, D. C.: Goodwill Industries of America, Inc., National Auxiliary to Goodwill Industries, October 1971.

This report was the first of three major phases of the Volunteers in Rehabilitation Project. Phase Two involved preparation of manuals and special materials that can promote and guide the organization, administration, betterment and expansion of volunteer participation in programs at rehabilitation facilities. Volunteers in this study were defined as any persons who participate in the program of a rehabilitation facility without compensation in the form of hourly wages or salary. Focus was on direct-service volunteers; policy-making volunteers such as members of the facility's Board of Directors were excluded. Questionnaires were mailed to 695 rehabilitation facilities based on a stratified random sample of the identified universe of rehabilitation facilities in the United States. Questions such as number, major activities, and characteristics of volunteers were studied along with such administrative concerns as coordination of volunteer activities, orientation, recognition of services and reimbursement practices. Executive directors and administrators were asked to rank volunteer activities which, in their opinion, provided the most benefit to their rehabilitation programs. Another important aspect of the study focused on the attitudes of executive directors and administrators toward volunteer participation in rehabilitation facilities. Questionnaires were also sent to auxiliary presidents, volunteer coordinators, and individual volunteers on a non-random basis.

14. Ludtke, Roland H. The changing role of volunteers in a residential facility for the mentally retarded. Mental Retardation, 7(6): 13-16, December 1969.

+15. News focus: ad agency volunteers to serve park district. Parks and Recreation, 10(12): 3-4, December 1975.

Describes partnership in which a California advertising firm will act as voluntary communications consultants to a two-county park district. The agency's creative work and special services in its communications with the general public will be of particular value as the East Bay Regional Park District implements its 20-year land acquisition program.

*16. President's Committee on Mental Retardation. International League of Societies for the Mentally Handicapped: Symposium on Volunteers. Washington, D. C.: the Committee, 1971. ED 067796.

Presented are six brief papers (three to five pages) from a symposium focusing on roles which volunteers can play for mentally retarded persons in terms of direct service, community leadership, and motivation of governments toward acceptance of responsibility. The papers examine the following issues: the roles of volunteers as innovators, coordinators of services and programs, expeditors, and advocates; volunteer youth organizations in the United States, Canada, and Sweden; leadership training programs for volunteers; the relationship between volunteers and professionals; the importance of social action to educate and mobilize the community; and the necessity of cooperative efforts with governmental agencies. The International League of Societies for the Mentally Handicapped is explained. Included is a declaration on the rights of mentally retarded persons.

+17. Special issue: voluntarism. Parks and Recreation, 10(12), December 1975.

Articles of particular interest include the following: How to Get and Keep Volunteers, pp. 15-16,46-48; Starting a New Career at 65, p. 17; Why I'm Not a Volunteer, pp. 20,50; Refugees Meet American, pp. 22-26; Maximizing Human Resources, pp. 27-29,48; Role and Responsibilities of the Volunteer Coach, pp. 34-35,52; One Person Makes a Difference, pp. 39-41; Help American Get Physically Fit, pp. 38,51-52.

18. Youth NARC, a division of the National Association for Retarded Citizens. Youths Wanted. (Brochure.)

Describes various ways of helping mentally retarded people and suggests joining Youth NARC. It is a volunteer organization of young people pledged to serve as friends to mentally retarded persons in their own communities and to work in cooperation with local, state, and national associations for retarded citizens. For further information contact your local Association for Retarded Citizens or Youth NARC, 2709 Avenue E East, P.O. Box 6109, Arlington, Texas, 76011

AUDIOVISUAL MATERIALS

Each of the following audiovisual materials deals with one or more of the activity or therapy fields. Make indicated contact for each listing to obtain additional information about its availability and procedures to borrow, rent, or purchase.

1. The Decision (16mm or 8mm, 25 minutes).
American Physical Therapy Association, 1156 15th Street, N.W., Washington, D. C., 20005.

   This is a factual, complete, and fully documented educational career film about the profession of physical therapy. Areas of work, training, skills, educational requirements, and career opportunities are shown with actual patients and in different working atmospheres.

2. First Things First: Occupational Therapy and the Developing Child (16mm, sound, color, 15 minutes). American Occupational Therapy Association, 6000 Executive Boulevard, Rockville, Maryland, 20852. Purchase $99.50; Rental $15.00.

   This film presents ways occupational therapists help developmentally disabled children learn motor, sensory, perceptual, social and psychological skills they need to grow to their fullest potential. Occupational therapists are shown helping developmentally impaired infants and children gain basic learning skills. Exploratory play techniques are demonstrated to mothers of infants diagnosed as needing help. Infant stimulation programs of this type are held by county health departments so parents can develop skills to help their children at home. Other therapists in the film work with developmentally disabled children in public school and clinic-based self-care programs, and in the home. Emphasis is on the importance of early detection and intervention, health maintenance, rehabilition, and remediation in the comprehensive health care of children.

3. For Today and Tomorrow (16mm or 8mm, 15 minutes).
American Physical Therapy Association, 1156 15th Street, N. W., Washington, D. C., 20005.

   This physical therapy recruitment film is designed to appeal to high school and junior college students. The storyline takes a university freshman through counseling sessions to classroom preparation to clinical experience showing physical therapy procedures.

4. The I in the Beat (16mm, sound, color, 14 minutes).
Greenberg May Productions, Inc., 148 Virginia Street, Buffalo, New York, 14201. $150.00; $25.00 Rental.

   This is a documentary film about primary educable mentally retarded children from special education classes participating in a four-part Creative Arts Therapy Research Program encompassing sessions in dance, drama, art, and music. The film captures the children's experiences and responses to group

therapy sessions. Music therapy as shown in this presentation is primarily concerned with effecting change through self-expression, release of emotions, relaxed group interaction, organization, and stimulation. Therapy begins for each child wherever he may be emotionally, physically, and mentally. Because music involves both emotional and physical responses, it was used to reach the children emotionally and to help them discover their physical and mental potential. Through listening, singing, instrumental and body rhythmics, improvisations, music games, and music dramas, the therapist sought to strengthen auditory discrimination and retention, verbal and non-verbal expression, rhythmic responses, visual discrimination and retention, concept development, and socialization. Music offered the children an opportunity to vent their emotions in acceptable manners. The group process helped them develop social skills and become sensitive to needs and feelings of their peers. The variety of activities which were always coordinated with the other art therapies and frequently integrated into their classroom activities gave each child a broader awareness of the outside world. Through playing out many of their frustrations and conflicts, much of the therapeutic process took place. It is through the I in the beat that many of these children had their first experiences in self-discovery.

5. Listen to the Dance (16mm, sound, black and white, 10 minutes). Perennial Education, Inc., 1825 Willow Road, P. O. Box 236, Northfield, Illinois, 60093. Purchase, $110; Rental, $11.00

This film depicts a group of about 20 men and women who weekly attend a dance movement therapy session in a mental health day treatment center for people who are experiencing emotional difficulties. Certain dance therapy techniques are used to help participants learn to interact, communicate, and relate to each other and the outside world. Interaction between therapist and clients, and close cooperation between psychotherapist and dance therapist is stressed. Emphasis throughout the film is upon the dance therapy process in terms of what is being done, how it is done, and changes that occur in participants because of the experiences.

6. Maybe Tomorrow (16mm, color, sound, 28 minutes). Adventures in Movement, 945 Danbury Road, Dayton, Ohio, 45420.

Punctuated by blind, deaf, mentally retarded, cerebral palsied, and orthopedically impaired children actively participating in movement activities, the role and contribution of Adventures in Movement (AIM) are vividly shown. AIM was started in 1958 in Dayton, Ohio, to provide movement experiences for all children with various handicapping conditions. Housewives, social workers, and others with interest in and commitment to helping these youngsters volunteer their talents and services. AIM instructors show many innovative, original, and effective ways of reaching and teaching youngsters with these various conditions. Emphasis is given to use of basic movements, importance of success, achievement, and fun, teaching and reinforcing a variety of concepts through movement, and use of approaches that are basically the same as those used in teaching normal children. The AIM program is viewed through the eyes, heart, and active participation of a young physical education teacher who enrolls in the training program so that she too can contribute. Scenes from the annual

summer seminar show AIM personnel meeting to exchange ideas and share experiences to improve, enrich, and expand these opportunities for all youngsters. Gene Kelly narrates the film but the mission and the impact of the program and movement are expressed at the end of the film by a young girl on crutches who confidently says, "I can walk all by myself."

7. Methods of Teaching Art to the Mentally Retarded (16mm, sound, color, 32 minutes). H. S. Carkin--Film, Box 3162, Chico, California, 95926.

Six steps in planning and presenting an art lesson are introduced by a college professor to a teacher training class in special education. When challenged by a student that they often hear how to teach children but never see the professor teaching them, the professor alternately takes the role of a special education teacher in an actual classroom to illustrate each step. Motivation for an art lesson is provided by a guest guitarist who sings for the children, involves them in the music and then promises to return after they have made their own musical instruments. Although the basic plan for making a simple shaker is shown to the children, creativity is stressed in decorating the object. The guest returns and the children do have their own band as part of the final step, evaluation.

8. Moving True: A Dance Therapy Session (16mm, sound, black and white, 16 minutes). Music Therapy Center, 251 West 51st Street, New York, New York, 10019.

General discussions of approaches to and benefits of dance therapy and specific techniques in dealing with psychotic persons are presented. An actual dance therapy session is shown as one of the creative arts in the total adjunctive therapy approach at the Music Therapy Center in New York City. The therapist is seen on a one-to-one basis with an adult patient who has requested that music not be used. Basically the session involves few and unstructured movement and relaxation activities as the patient explores space and time. Throughout the session the patient expresses her feelings to the therapist during activities. In general, the approach is very nondirective as the patient is not restrained or inhibited from yelling as the mood dictates. Many smiles of personal satisfaction are seen. Strong emphasis is placed upon the importance of sharing and the intimate feeling and interpersonal relationship between two people. Through this medium the patient develops a more harmonious relationship with herself so that she can use her strength in more positive ways. The message that individuals can be what they feel comes through loud and clear.

9. Organizing Free Play (16mm, sound, color, 20 minutes). Modern Talking Picture Service.

This film developed by Vassar College Deparment of Psychology explores free play. Questions dealt with include: (1) What is free play? (A time of day when children pursue their own wishes as they learn through play; it is not teacher/leader dominated.) (2) How does a teacher organize for free play? (The environment is structured so a child has many choices and resources of all types; boundaries are established and adapted to available environment with limits obvious to the child.) (3) How do

children use free play time? (Children usually select their own tasks but teachers/leaders can assist and guide in the process.) Pre-school children are shown in a variety of activities--i.e., table games--that permit success with little skill, and others, such as puzzles, that require more structure. Many activities correlate with language, counting, and other cognitive skills. The core of free play is dramatic play in which each child pretends and uses his imagination to develop a better understanding of the world around him. Simply put, free play equals a curriculum of discovery.

10. Perceptual-Motor Development (video tape--½" Sony, sound, black and white, 33 minutes). Dr. Leonard Kalakian/Jack Lellyn, Department of Physical Education, Mankato State College, Mankato, Minnesota.

    Ways that movement can help in fostering perceptual-motor components in developmentally disabled children are explained, described, and shown. After a brief introduction in which perceptual-motor development is defined and interpreted as it will be defined in this film, four basic areas of perceptual-motor development are identified: (1) basic motor proficiency, (2) tactile and kinesthetic perception, (3) visual-perceptual perception and awareness, and (4) auditory perception. In each instance a basic description and discussion of the particular component is followed by scenes of children with various developmental disabilities taking part in appropriate activities according to their specific needs. Various clinical staff members--occupational therapists, special education teachers, physical therapists, and the clinic director, a physical educator--narrate what is going on, why the particular activities and approaches have been selected, and how they are going to help the child.

11. Project ACTIVE Teacher Training.
    Communicaid, Inc. Produced for the Board of Education of the Township of Ocean, New Jersey, P. O. Box 233, Woodstown, New Jersey.

    This competency based training program for teachers of impaired, disabled, and handicapped persons has been validated according to the standards and guidelines of the U. S. Office of Education as innovative, successful, cost effective, and exportable. The program is intended to give teachers competence in planning and implementing physical activity programs for children with a variety of physical and/or mental impairments. These competencies are explained as a four-step process: testing the child's motor ability and physical vitality, assessing test results, prescribing exercises, and evaluating the child's progress. Teachers are instructed in such techniques as determining proper crutch length and gait walking. After practice they teach these skills in a field setting accompanied by a trainer who provides supervision and feedback. Individual attention and personalized activities are stressed.

12. Reaching Inside--Learning Through Music (16mm, sound, color, 30 minutes). Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California, 91775.

    This film was produced as part of a Title VI, Elementary Secondary Education Act grant using music activities to assist the growth of learning disabled

and mentally retarded children. The importance of music as a learning device in developing language and in building positive self-image and confidence in the individual is stressed. Classroom teachers are shown working with different groups of children in scenes actually taken in their classes. Techniques originated by Zoltan Kodaly and Carl Orff are demonstrated by resource consultants. A major emphasis of the film is aimed at all teachers, regardless of prior musical training to help them use musical activities and techniques which draw on the natural musicality of children and provide opportunities for creative exploration and individual response.

13. Seven for Susie (16mm, sound, color, 13 minutes).
National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois, 60612.

Purposes, activities, and functions of seven different members of a rehabilitation team for an orthopedically impaired child are presented. Specialists who explain their specific role on the helping team included: (1) physical therapists, (2) special education teachers, (3) therapeutic recreation personnel, (4) social workers, (5) occupational therapists, (6) speech pathologists, and (7) psychologists. As head of the team, physicians are shown consulting with each member of the team. In addition to emphasizing and clarifying the cooperative and interdisciplinary nature of the team, this film has implications for counseling students about these fields and for recruitment purposes.

14. Special Olympics Training Film (8mm, audio-cassette, 13 minutes).
Joseph C. Marx, Palos Verdes School for the Trainable Mentally Retarded, 1290 Commodore Drive West, San Bruno, California, 94066.

As a promotional film for Special Olympics, this film has been designed to: (1) motivate mildly and moderately mentally retarded children to participate in the Special Olympics as a means of attaining appropriate levels of physical fitness, (2) encourage teachers to begin training programs by demonstrating coaching techniques, and (3) stimulates greater acceptance of retarded children by their families and communities. Based on a local meet in which participants are preparing for the state meet, equipment, administration, and techniques for standing long jump, high jump, 50-yard dash, softball throw, 300-yard run, and 25-yard swim are presented. Philosophy and rationale for total Special Olympic program are intertwined throughout the film.

15. Therapy Through Play (16mm, 27 minutes, sound, color)
Developed by the Human Resources Center, Albertson, New York. Contact Mr. Richard Switzer.

This film shows physically handicapped children, many of whom were not accepted by New York public schools, taking part in a variety of physical activities. Children in wheelchairs are shown taking part in touch football, soccer, swimming, cage ball, miniature golf, bowling, relays, and fencing. The philosophy of the program dictates integration of occupational therapy and physical therapy through physical education and recreation. Activities are selected on the basis of their contribution to the growth

and development of the participant and not because they are specifically for physically handicapped children or mentally retarded youngsters. A variety of adaptations and modifications in physical education are shown along with ways in which other areas of the curriculum are approached--driver education, science, home economics.

16. To Serve A Purpose (16mm, sound, color, 15 minutes).
Bureau of Education for the Handicapped Community College Project in Therapeutic Recreation, University of Illinois at Urbana-Champaign, 312 Armory Building, 61820.

Rationale for and purposes of therapeutic recreation are presented through discussions with leaders in the field. Roles of therapeutic recreation specialists in a variety of settings, with individuals having various handicapping conditions, and in different activities are shown. Points are developed against a background of participants of all ages taking part in a wide array of indoor and outdoor, active and passive recreational activities in separated and integrated programs. Evolving roles in leisure counseling are discussed along with job potential for individuals with various amounts of training and experience. The film provides an introduction to the who, what, why, where, when, and how of therapeutic recreation.

17. Try Another Way (16mm, sound, color, 27 minutes).
Film Production of Indianapolis, 128 East 36th Street, Indianapolis, Indiana, 46205.

Mark Gold presents a new concept for reaching and teaching severely and profoundly mentally retarded persons. This highly kinesthetic, guided discovery, task oriented approach is shown in terms of specific vocational tasks. However, concepts and specifics can be applied to virtually any activity in which mentally retarded populations take part. Try Another Way is basically nonverbal, uses positive verbal reinforcement, capitalizes on a variety of kinds of feedback from participants, and is predicated upon strong interpersonal relationships between participant and leader. Basic to the success of the approach is positive and appropriate feedback and use of the term try another way when individual reaches an impasse. Residents at Dixon State School (Illinois) are shown in both training and on the job sequences assembling bicycle breaks and electronic circuit boards. Research conducted in relation to the program and approach has shown no relationship between IQ and performance on these tasks. Discussions throughout and at the end of the film emphasize acceptance of mentally retarded individuals as people. It is upon that premise--the system is performed on people not machines--that the approach has been developed and successful. Specific application and use can be made of these methods and techniques to physical and recreational activities for all mentally retarded populations, especially those identified as severely or profoundly retarded.

18. What Finer Purpose: The Body (16mm, sound, color, 11 minutes).
ICD Rehabilitation and Research Center, 340 East 24th Street, New York, New York, 10010

Problems of a disabled body are presented against a background of tennis, running, swimming, diving, and ball games. Optimal restoration of all potential focuses on individuals with back problems, amputees, cardiac cases, and orthopedically impaired persons. Contributions of different medical personnel, occupational and physical therapists, and prosthetic specialists are designed to help each disabled individual to move, play and work in the world. Helping each of these individuals compensate for what has been lost is expressed in final scenes of the film--what finer purpose is there for time, effort and knowledge than to do our best in restoring what God intended and disability has taken away?

19. What Finer Purpose: Rehabilitation the Science and the Art (16mm, sound, color, 12 minutes). ICD Rehabilitation and Research Center, 340 East 24th Street, New York, New York, 10010.

Building upon the principle that rehabilitation begins with what an individual has left, this film starts with how personnel from different disciplines and specialties help disabled persons. Key to successful rehabilitation lies in giving a person what is needed, no more or no less. Roles of Institute for Crippled and Disabled (ICD), occupational therapists, sheltered workshop personnel and other specialists are discussed. Just as individuals are the sum of interaction among their physical, mental, emotional, and social environments, the ICD program is a product of integrated activity of various specialties. Training and research functions of ICD are also presented.

20. Where There's A Will... (16mm, sound, color, 14 minutes). Recreation Center for the Handicapped, Inglewood, Memphis, Tennessee.

History, development, philosophy, and programs of Recreation Center for the Handicapped, Memphis, Tennessee, are presented. Over 5,000 volunteers assist with over 1,000 participants in a variety of vigorous and non-vigorous activities. Individuals with virtually any handicapping condition are shown taking part in activities such as swimming, arts and crafts, square dances, bowling, archery, putt-putt golf, socials, dances, and viewing films. Orientation classes are also shown and discussed.

ORGANIZATIONS INTERESTED IN
PERSONS WITH HANDICAPPING CONDITIONS*

AMERICAN NATIONAL RED CROSS
17th and D Streets, N. W., Washington, D. C., 20006, (202) 737-8300

Officers:

Frank Stanton, Chairman
George M. Elsey, President
Frederic S. Laise, Senior Vice President
Robert C. Lewis, Vice President
James B. Foley, Vice President
Truman Solverud, Vice President
John L. Currin, Counselor and Secretary
James M. Illig, Comptroller

Organization and Purpose:

The purpose of the American National Red Cross is to provide one high standard of service to all Americans, and to bring together, as Red Cross volunteers, Americans of all ages who share an interest in the health, safety, and well-being of all.

An all volunteer Board of Governors makes policy for the national organization, which is administered by a corporate staff. Locally, volunteers govern activities of chapters and largely carry out the work of the organizations. More than 3,000 chapters are chartered.

Principal Programs:

Programs are locally determined according to community needs. Program offerings may include services to members of the armed forces, veterans and their families; volunteer blood program; community health and safety programs; community service programs for youth; and emergency relief programs for the victims of disasters of all sorts.

Publications:

The Good Neighbor (published monthly)
The Red Cross Youth News (published monthly except June, July, August, September, and December)
Numerous other publications describing program offerings and volunteer opportunities

* Inclusion of an organization on this list does not imply approval, and exclusion does not imply disapproval. Organizations were selected on the basis of their relevance to professionsl preparation in adapted physical education, therapeutic recreation, and corrective therapy. Information about each organization was taken from the following source:

Committee for the Handicapped/People to People Program. Directory of Organizations Interested in the Handicapped. (Revised 1974). Washington, D.C.: the Committee (Suite 610, LaSalle Building, Connecticut Avenue and L Street, 20036), 1974

Officers:

Dr. Edwin W. Martin, Jr., Deputy Commissioner

Organization and Purpose:

The Bureau of Education for the Handicapped was established in 1967 for the purpose of coordinating and administering all Office of Education programs for the handicapped.

The Bureau has four division: Division of Innovation and Development; Division of Personnel Preparation; Division of Media Services; and Division of Assistance to States, with approximately 80 professional people carrying on its operations.

Principal Programs:

The principal program areas in which the Bureau of Education for the Handicapped is engaged include:

Support to States and higher education institutions for training teachers and other professional personnel for educating handicapped
Support of research and demonstration projects, instructional materials, resource, and information centers dealing with the handicapped
Production and distribution of media and materials for the handicapped, including captioned films for the deaf
Aid to States for school services for the handicapped, through the Education of the Handicapped Act, the Elementary and Secondary Education Act, and the Vocational Education Act
Support for model programs in early childhood education, learning disabilities, and deaf-blind centers

DISABLED AMERICAN VETERANS
3725 Alexandria Pike, Cold Spring, Kentucky, 41076, (606) 441-7300

Officers:

Denvel D. Adams, National Adjutant
Thomas G. Dehne, Assistant National Adjutant
Frank G. Wood, Assistant National Adjutant
Richard M. Wilson, Assistant National Adjutant
John J. Keller, National Service Director
Charles L. Huber, National Director of Legislation

Organization:

Founded in 1920, the Disabled American Veterans is composed of approximately 450,000 veterans of American wars. The Executive structure of the organization consists of the National Commander, a Senior Vice-Commander, four Junior Vice-Commanders, a National Judge Advocate, a National Chaplain, and the immediate past National Commander. In addition, there are 14 National Executive Committeemen

elected from the 14 Districts of the DAV and one from the Blind Veterans National Chapter, who comprise the policy making body of the organization.

The administrative structure is headed by the National Adjutant with three assistants.

The DAV's paramount objective is to promote the welfare of the service-connected disabled veteran and his dependents, and to provide a service program to assist such service-connected disabled veterans and their dependents in their claims before the Veterans Administration and other government agencies.

Principal Programs:

To accomplish these objectives, the DAV conducts direct assistance and legislative support programs including:

A national service program
A legislative program
A scholarship program for children of DAVs
A disaster relief program
A volunteer service program

Publications:

Disabled American Veterans Magazine (monthly)

EPI-HAB, L.A., INC.
5533 South Western Avenue, Los Angeles, California, 90062, (213) 299-2305

Officers:

John D. French, M.D., President
Maziebelle Markham, Vice President
Frank Risch, Ph.D., Director

Organization and Purpose:

Founded in 1955, EPI-HAB, L.A., Inc. is dedicated to the socio-economic re-integration of the person with epilepsy through medical control, work training, employment and placement.

The executive and administrative structure of EPI-HAB, L.A., Inc. is that it is incorporated (non-profit) in the State of California, and is administered by a Board of Directors consisting of 15 members, a Medical Advisory Committee and a Project Advisory Committee. Its staff numbers seven members.

Principal Programs:

Its principal programs and activities are:

Conditioning epileptics for job responsibility--attendance, accuracy, quality, meeting schedules, etc.
Training epileptics in a vareity of skills, machine shop operations, electronic assembly, sophisticated packaging
Training epileptics for specific jobs in industry with the cooperation of the sub-contracting firms
Socializing programs--group counseling, sports and recreation

EPI-HAB, L.A., Inc. is affiliated with EPI-HABs in Phoenix, Arizona, Evansville, Indiana, Long Island, New York, Milwaukee, Wisconsin, and EPI-HAB U.S.A. California.

Publications:

Exploring the Work Potential of the Unemployed Epileptic
How to Live with Epilepsy
Living with Epileptic Seizures
Total Rehabilitation of Epileptics
Magazines, journals, feature stories, pamphlets, dissertations

FEDERATION EMPLOYMENT AND GUIDANCE SERVICE
215 Park Avenue South, New York, New York, 10003, (212) 777-4900

Officers:

Michael Saphier, President
Burton M. Strauss, Chairman of the Board
Mrs. Frederick Wm. Greenfield, Treasurer
Richard M. Bleier, Vice President
Herman A. Gray, Vice President
Robert O. Lehrman, Vice President
Judge Caroline K. Simon, Vice President
Sarah Sussman, Secretary
Roland Baxt, Executive Director

Organization and Purpose:

The basic objective of the Federation Employment and Guidance Service is to provide job placement, educational and vocational rehabilitation, skills training, psychological testing, diagnostic work sample evaluation, supportive remedial services, including English "as a second language," and high school equivalency preparation for those individuals in greatest vocational need--the socially, emotionally and physically handicapped.

A private, voluntary, non-profit organization founded in 1934, the Federation Employment and Guidance Service carries on its activities with a 200 member professional staff, and with locations in Bronx, Brooklyn, Manhattan, and Queens. Policies and programs of the agency are formulated and reviewed by the Board of Directors. Volunteers are utilized in various agency operations as appropriate.

Principal Programs:

In addition to the services enumerated above, the agency also conducts government-sponsored research and demonstration, and service projects in all of its divisions. Volunteer programs are sponsored in part by the Federation of Jewish Philanthropies of New York.

Publications:

Numerous articles, pamphlets, guides and directories (bibliography available on request)

FEDERATION OF THE HANDICAPPED, INC.
211 West 14th Street, New York, New York, 10011, (212) 242-9050

Officers:

Leon Elsohn, President
Daniel M. Reid, Treasurer
Sol Bernstein, Secretary
Stanley S. Goldfarb, Vice President
S. LeRoy French, Vice President
Milton Cohen, Executive Director

Organization and Purpose:

The Federation of the Handicapped, founded in 1935, is a private, non-profit organization whose purpose is the vocational rehabilitation of the disabled. Federation policy is made by the Board of Directors and administered by an Executive Director.

Principal Programs:

Tri-Evaluation Program
PATH (Personal Aides to the Homebound)

GOODWILL INDUSTRIES OF AMERICA
9200 Wisconsin Avenue, Washington, D. C., 20014, (301) 530-6500

Officers:

Oscar C. Palmer, Sr., Chairman of the Board
D. Laurie MacCuaig, Vice Chairman
Dean Phillips, President and Chief Executive Officer
Stephen A. Weber, Esq., Secretary
Richard P. Miller, Treasurer

Organization and Purpose:

Founded in 1902, Goodwill Industries of America and its member local Goodwill Industries provide vocational rehabilitation services, training,

employment and opportunities for personal growth as an interim step in the rehabilitation process for the handicapped, disabled and disadvantaged.

Principal Programs:

The Goodwill programs for preparing the handicapped for useful living are comprehensive, integrated rehabilitation programs such as:

Vocational Counseling
Work Testing
Work Conditioning and Training
Social and Medical Evaluation
Vocational on-the-job Training
Job Placement

Publications:

Newsletter (biweekly)
A.I.M. (monthly)
Advance (monthly)
Annual Report
Annual Statistical Report

HUMAN RESOURCES CENTER
Willets Road, Albertson, New York, 11507, (516) 747-5400

Officers:

Henry Viscardi, Jr., President
Frank D. Gentile, Vice President
Arthur Nierenberg, Vice President
Richard M. Switzer, Vice President

Organization and Purpose:

Human Resources Center is a non-profit organization for the education, training and placement of the disabled, educably retarded and aged. The Center is comprised of three inter-related units:

Abilities, Incorporated--a self supported and non-profit work facility for the handicapped.
The Human Resources Research and Training Institute--The Institute conducts research, innovative and demonstration projects which seek to point out how through proper evaluation and training the severely physically disabled, educably retarded and the aged can gain independence.
The Human Resources School for severely physically handicapped children and young adults.

Principal Programs:

Employment of handicapped, evaluation, training and placement

Education of handicapped
Research and demonstration projects
Seminars and training institutes for business and professionals

Publications:

Periodic studies and monographs in special education and vocational rehabilitation.

THE JOSEPH P. KENNEDY, JR. FOUNDATION
1701 K Street, N.W., Suite 205, Washington, D. C., 20006, (202) 331-1731

Officers:

Senator Edward M. Kennedy, President
Mrs. Eunice Kennedy Shriver, Executive Vice-President
Mrs. Beverly Campbell, Coordinating Director

Description of Services:

The Joseph P. Kennedy, Jr. Foundation was established in 1946 by Ambassador and Mr. Joseph Kennedy in honor of their eldest son who was killed in World War II. The Foundation has strived to determine causes of mental retardation through research; to reduce its effects by treatment and training; to promote programs of physical fitness and vocational supervision for the retarded; to train professionals to work in this field; and to make the general public aware of efforts being made on behalf of the mentally retarded.

Grant Policy and Programs:

Because of the Foundations' commitments at present, our ability to take on additional financial obligations is greatly limited. Present programs include biological and behavioral research and training at university mental retardation centers, bioethics programs such as those at The Joseph and Rose Kennedy Institute, and physical education and recreation programs such as the Special Olympics. Unfortunately, we are unable to donate to the construction or operation of schools or homes for the retarded, or to provide scholarships in the field of Special Education, with the exception of a small summer scholarship program in physical education and recreation.

JUNIOR NATIONAL ASSOCIATION OF THE DEAF
Gallaudet College, Washington, D. C., 20002, (202) 447-0480

Officers:

Frank R. Turk, National Director
Gerrianne Born, Secretary
Marvin Evink, Treasurer
Harold J. Domich, Special Consultant
Gary W. Olsen, Camp Director
Douglas Bahl, Special Coordinator

Organization and Purpose:

The Junior National Association of the Deaf (Junior NAD) is a national student organization founded in 1962, whose purpose is to motivate all deaf young people to utilize their potential and to bring them into the mainstream of American Life.

Principal Programs:

The principal programs and activities of Junior NAD include the following:

Biennial National Conventions
Biennial Regional Youth Conferences
Annual Youth Development Camp
Biennial Advisors Workshop

Publications:

Junior Deaf American (quarterly)
Silent Voice (annual)

NATIONAL ASSOCIATION OF THE PHYSICALLY HANDICAPPED, INC.
6473 Grandville Avenue, Detroit, Michigan, 48228, (313) 271-0160

Officers:

Shirley Whiteford, President
Marilyn W. Woods, First Vice President
Helen L. Roudebush, Administrative Assistant

Organization and Purpose:

The Association of the Physically Handicapped, Inc. seeks to promote the economic, physical, and social welfare of all physically handicapped. Founded in 1958, the organization has a membership belonging to 35 autonomous local chapters, with Members-at-Large in many states where we do not have chapters.

The governing body of the Association is the national convention of chapter delegates, conducted annually under the direction of the 14 National Officers.

Principal Programs:

The National Association of the Physically Handicapped, Inc.'s principal programs and activities are administered by specialized committees, and include activities in the areas of:

Legislation
Employment
Barrier Free Design
Publicity
Housing
Ways & Means (including National Queen Contest)

Education & Research
Constitution and By-Laws
Recreation & Sports
Library
Awards
Consumerism
Membership & Organization
Transportation

Publications:

NAPH National Newsletter (quarterly)

PLACEMENT AND REFERRAL CENTER FOR HANDICAPPED STUDENTS
(Division of Special Education and Pupil Personnel Services, Board of Education of the City of New York)
131 Livingston Street, Brooklyn, New York, 11201, (212) 624-0854

Officers:

James F. Regan, President
Irving Anker, Schools Chancellor
Helen M. Feulner, Executive Director
Donald Eisenberg, Executive Assistant
Bruce Wood, Coordinator

Organization and Purpose:

The Center provides job placement, career counseling, follow-up and referral to social, rehabilitation and education agencies. More than 1,000 young adults with diverse handicapping conditions are serviced each year.

Principal Programs:

Full-time, part-time and summer job placement
Central registry of job-ready young adults
Liaison with business and labor unions
Consultant to industry and unions in developing affirmative action employment programs
College placement
Maintain contact with students who leave school
Provide assistance to public agencies and private concerns with authority or influence to accelerate barrier removal

The Center is open to all who are concerned with environmental barriers. Membership dues provide the primary source of funds.

Founding Members:

American Institute of Architects
Goodwill Industries of America, Inc.

National Congress of Organizations of the Physically Handicapped
National Easter Seal Society for Crippled Children and Adults
National Paraplegic Foundation
National Rehabilitation Association
Paralyzed Veterans of America, Inc.
President's Committee on Employment of the Handicapped

NATIONAL CONGRESS OF ORGANIZATIONS OF THE PHYSICALLY HANDICAPPED, INC.
7611 Oakland Avenue, Minneapolis, Minnesota, 55423, (612) 861-2162

Officers:

Frances Lowder, National Chairman
Eileen Moore, Vice Chairman
Evey Swies, Treasurer
Elmer Josephs, Executive Secretary

Organization and Purpose:

The National Congress of Organizations of the Physically Handicapped, Inc. is a national coalition of the physically handicapped and their organizations. The organization serves as an advisory, coordinating and representative body in promoting employment opportunities, legislation, equal rights, social activity and rehabilitation.

The Congress (COPH) has a National Board of Governors, State Councils, and 30 member-clubs with 15 Committees. Formed in 1958, COPH has a full-time staff of two.

Principal Programs:

Some of the principal programs and activities of the National Congress of Organizations of the Physically Handicapped, Inc. include:

Provides organizational, legislative, employment and community service information and experience to its member-clubs
Provides a referral service to clubs needing special assistance
Publishes a roster of clubs of the physically handicapped and a listing of over 100 periodicals published by clubs of the handicapped and by handicappped editors
Schedules an annual membership meeting, when representatives of the physically handicapped across the national assemble to conduct business for the welfare of all

Publications:

COPH Bulletin (quarterly)
Brochures (when necessary)

THE NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 West Ogden Avenue, Chicago, Illinois, 60612, (312) 243-8400

Officers:

Edward J. Drake, President
Lamar Soutter, M.D., President-Elect
A. Clay Steward, Immediate Past President
Benjamin Reifel, 1st Vice President
Mrs. Sydney L. Weintraub, 2nd Vice President
David L. Brigham, 3rd Vice President
Charles C. Campbell, Treasurer
Edward Matti, Secretary
Miss Jayne Shover, Executive Director

Organization and Purpose:

The objectives of The National Easter Seal Society for Crippled Children and Adults are:

To assist disabled persons and their families in finding and making effective use of resources which will be helpful to them in developing their abilities and in living purposeful lives
To assist communities in developing necessary and appropriate resources for disabled persons
To establish and maintain programs and services which are appropriate and realistic
To create a climate of acceptance of disabled persons which will enable them to contribute, to the full extent of their competence, to the well-being of the community

The policy and programs of the National Society are governed by the 153 member House of Delegates which meets once a year, and the Board of Directors. The central office is headed by the Executive Director. There are state societies in all of the states, Puerto Rico, and the District of Columbia.

Principal Programs:

The National Society conducts a three-point program in service, education, and research at the national, state, and local levels. Programs serving all types of physically handicapped children and adults include:

Care and treatment services.

An educational program designed for the public, professionals, parents, employers and volunteers.

Research concerned with prevention and treatment of physical disabilities.

Sponsorship of meetings and seminars for professional personnel.and financing scholarships for study in therapy fields.

Distribution of literature to parents, professionals, and the general public.

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
Washington, D. C., 20210, (202) 961-3401

Officers:

Harold Russell, Chairman
Gordon Freeman, Vice Chairman
Leonard W. Mayo, Vice Chairman
Victor Riesel, Vice Chairman
Mrs. Jayne B. Spain, Vice Chairman
Bernard Posner, Executive Secretary

Organization and Purpose:

The President's Committee on Employment of the Handicapped was established by the President of the United States in 1947. Since then, every President has given his personal and active support to full employment opportunities for the physically and mentally handicapped.

The objective of the Committee is to help the handicapped help themselves. To accomplish this goal, the Committee:

Conducts national education and information programs designed to eliminate physical and psychological barriers; further educational training, rehabilitation and employment opportunities, and to create community acceptance of the disabled
Provides leadership and technical support to volunteer Governors' Committees on Employment of the Handicapped in all states, the District of Columbia, Puerto Rico and the Virgin Islands, as well as to over 1,500 local community committees located across the nation

Today, the Committee is composed of more than 600 volunteer organizations and individuals representing business, handicapped persons, industry, labor, media, medical, professional, rehabilitation, religious, veterans, youth and other concerned groups.

Principal Programs:

Two major activities in which the President's Committee engages each year are:

National Employ the Handicapped Week (NETH Week)
The first full week in October, NETH Week provides an opportunity to focus public attention on the problems and progress of the handicapped on national and local levels
Annual Meeting--held each spring in Washington, D. C., attracts thousands of professionals and volunteers for a two-day program highlighting the progress of the handicapped

Publications:

Performance, monthly magazine

UNITED STATES EMPLOYMENT SERVICE
Washington, D. C., 20213, (202) 376-6289

Officers:

William H. Kolberg, Assistant Secretary of Labor for Manpower
Ben Burdetsky, Deputy Assistant Secretary for Manpower
William B. Lewis, Associate Manpower Administrator
David O. Williams, Deputy Associate Manpower Administrator

Organization and Purpose:

The United States Employment Service of the Manpower Administration, Department of Labor, was established in 1933 to promote, develop, and maintain, a national system of employment offices for youth and adults who are legally qualified to engage in gainful occupations, including employment counseling and placement services for handicapped persons.

The USES, through its affiliated State employment security agencies, provides for the designation of at least one staff member in each of more than 2,400 local public employment offices who is responsible for assuring that handicapped jobseekers receive all available special services.

Principal Programs:

Principal programs of the USES are:

Appraisal of the handicapped jobseeker's interests, abilities, education and work experience; and occupational testing, to help him in determining a suitable vocational goal
Evaluation of the handicapped person's physical and mental capacities to be sure that the chosen occupation will not aggravate his physical condition or jeopardize his safety or that of others
Referral to institutional, on-the-job, or remedial education training to prepare the handicapped person for competitive employment
Referral to other agencies for supportive services, such as health and rehabilitation
Analysis of jobs for the purpose of determining their physical and mental demands; or for restructuring or modifying them so they can be performed by handicapped workers
Providing a wide range of high-priority services to veterans, especially disabled veterans, including preferential treatment in job placement

Publications:

Manpower Magazine (monthly)
Interviewing Guides for Specific Disabilities (booklets, e.g., Hearing Impairments, Heart Disease, Alcoholism, etc.)

U.S. CIVIL SERVICE COMMISSION
1900 E Street, N. W., Washington, D. C., 20415, (202) 632-5687

Officers:

Robert E. Hampton, Chairman
Jayne B. Spain, Vice Chairman
L. J. Andolsek, Commissioner

Organization and Purpose:

The U. S. Civil Service Commission was founded in 1883 in order to administer a merit system of federal employment.

Principal Programs:

The Office of Selective Placement Programs is responsible for providing guidance and procedures for Federal employment of:

Physically Handicapped
Mentally Retarded
Mentally Restored
Rehabilitated Offenders

Publications:

Handbook of Selective Placement (BRE-12)
Employment of Physically Handicapped (BRE-8)
Employment of the Blind (BRE-23)
Employment of the Deaf (BRE-22)
Employment of the Mentally Retarded (BRE-7)
Employment of the Mentally Restored (BRE-6)
Employment of Rehabilitated Offender (BRE-29)
From Slogan to Reality (BRE-43)
An 8½ Year Record: Mentally Retarded Workers in Federal Service (BRE-42)

PROFESSIONAL ORGANIZATIONS

In addition to the professional organizations already mentioned in this packet/ publication, the following two professional organizations can provide much information on professional preparation in the fields of physical education and recreation for impaired, disabled, and handicapped individuals.

National Therapeutic Recreation Society
(A Branch of the National Recreation and Park Association)
1601 North Kent Street/Arlington, Virginia 22209/ (703) 525-0606

Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). A special project within the Unit on Programs for the Handicapped of the Unit on Programs for the Handicapped, American Alliance for Health, Physical Education, and Recreation
1201 Sixteenth Street N.W. / Washington D.C. 20036